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EDUCATIONAL RESOURCES INFORMATION CENTER

May 1971

Volume 6 Number 5

D-6



ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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IMPORTANT NOTICES

As of the January 1971 issue, **Research in Education**
no longer carries a Project Section on current research.

As of February 21, 1971, Leasco Information Products, Inc.
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See page 312 for new pricing guidelines.

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ED 045 861-047 162

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IMPORTANT NOTICE

As of the January 1977 issue, Research in Education no longer carries a Review Section on newly received papers. Papers of this kind will be reviewed by the Reviewers of the Journal of Educational Research. As of February 27, 1977, Research in Education, Inc. will provide ERIC Document Reproductions. The page 275 for new orders is on page 275.

May 1971

Volume 2 Number 2

Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 20 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

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DOCUMENT SECTION

*The key to these codes is as follows:

Code	Description	Class	Reference
05	Adult and Vocational Education Public Law 85-519	72	Library Research and Development Public Law 85-519 Title II Part B
10	Extension Public Law 85-519	73	Library Research and Development Public Law 85-519 Title II Part A
20	Extension Research Public Law 85-519	74	Library Research and Development Public Law 85-519 Title II Part B
21	Extension Research Program Public Law 85-519	75	Library Research and Development Public Law 85-519 Title II Part B
30	Extension Research and Development Public Law 85-519	76	Library Research and Development Public Law 85-519 Title II Part B
31	Extension Research and Development Public Law 85-519	77	Library Research and Development Public Law 85-519 Title II Part B
32	Extension Research and Development Public Law 85-519	78	Library Research and Development Public Law 85-519 Title II Part B
33	Extension Research and Development Public Law 85-519	79	Library Research and Development Public Law 85-519 Title II Part B
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40	Extension Research and Development Public Law 85-519	86	Library Research and Development Public Law 85-519 Title II Part B
41	Extension Research and Development Public Law 85-519	87	Library Research and Development Public Law 85-519 Title II Part B
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43	Extension Research and Development Public Law 85-519	89	Library Research and Development Public Law 85-519 Title II Part B
44	Extension Research and Development Public Law 85-519	90	Library Research and Development Public Law 85-519 Title II Part B
45	Extension Research and Development Public Law 85-519	91	Library Research and Development Public Law 85-519 Title II Part B
46	Extension Research and Development Public Law 85-519	92	Library Research and Development Public Law 85-519 Title II Part B
47	Extension Research and Development Public Law 85-519	93	Library Research and Development Public Law 85-519 Title II Part B
48	Extension Research and Development Public Law 85-519	94	Library Research and Development Public Law 85-519 Title II Part B
49	Extension Research and Development Public Law 85-519	95	Library Research and Development Public Law 85-519 Title II Part B
50	Extension Research and Development Public Law 85-519	96	Library Research and Development Public Law 85-519 Title II Part B
51	Extension Research and Development Public Law 85-519	97	Library Research and Development Public Law 85-519 Title II Part B
52	Extension Research and Development Public Law 85-519	98	Library Research and Development Public Law 85-519 Title II Part B
53	Extension Research and Development Public Law 85-519	99	Library Research and Development Public Law 85-519 Title II Part B
54	Extension Research and Development Public Law 85-519	100	Library Research and Development Public Law 85-519 Title II Part B

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 013 371** **64** **AA 000 223**

Norberg, Kenneth D.

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif.**

Date published. **Spons Agency—USOE Bur. of Research**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Report No.—NDEA-VIIB-449**

Alternate source for obtaining documents. **Pub Date—15 Apr 66**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **Contract—OEC-4-16-023**

Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price MF-\$0.75 HC-\$5.24

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

(AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Educational Media, Public Law 85-864, Title VII, Part B
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40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

SPECIAL NOTICE

Prices for Documents
Announced in the Résumé Section
as Available from EDRS
have changed.

Consult Page 312
for New Pricing Guidelines.

SPECIAL NOTICE



Legislative Authority: The power to make laws is vested in the Legislature. The Legislature consists of the Senate and the House of Representatives. The Senate is composed of 24 members, and the House of Representatives is composed of 100 members. The Legislature meets in regular sessions twice a year, and in special sessions when called by the Governor. The Legislature has the power to pass laws, to approve or disapprove the Governor's appointments and disapprovals, and to impeach and remove the Governor and the Justices of the Supreme Court.

Legislation: The process of making a law. It begins with a bill introduced in either the Senate or the House. The bill is then assigned to a committee, which holds hearings and makes recommendations. The bill then goes to the floor for debate and voting. If the bill passes in both the Senate and the House, it goes to the Governor for signature. If the Governor signs the bill, it becomes law. If the Governor vetoes the bill, the Legislature can override the veto by a two-thirds vote in both the Senate and the House.

Executive Action: The power to execute the laws. It is vested in the Governor. The Governor has the power to appoint and remove officers and judges, to grant pardons and commutations, and to call the Legislature into special session. The Governor also has the power to veto bills passed by the Legislature.

Implementation: The process of putting a law into effect. It is the responsibility of the executive branch of government. The Governor appoints the heads of the executive departments, who are responsible for implementing the laws. The executive branch also has the power to issue regulations and orders to carry out the laws.

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The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA

ED 045 861

Speck, David G.

Ombudsman on Campus: A Review

ERIC Clearinghouse on Higher Education,
Washington, D.C.

Pub Date Jan 71

Note—6p.; Currents '71 n1 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling, Faculty Advisors,
*Grievance Procedures, *Higher Education,
*Ombudsmen, *Student College Relationship,
Student Personnel Services, Student Welfare

The position of ombudsman at institutions of higher education is discussed in terms of role, responsibilities and limitations. The author believes the need for an ombudsman stems from a greatly increased student enrollment and an accompanying impersonality regarding academic and administrative procedures. There is a discussion of typical problems brought before the ombudsman, the manner in which ombudsmen have acted upon these problems, the optimum length of time in office, methods for filling the position, benefits of having such a position, and his role in crisis situations. A list of references follows the paper. (WVM)

ED 045 862

Reynolds, Maryann E. And Others

A Study of Library Network Alternatives for the State of Washington. Final Report.

Washington State Library, Olympia.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-9-0266

Pub Date Nov 70

Grant—OEG-0-9-570266-4195(095)

Note—317p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Automation, *Cost Effectiveness,
Facility Utilization Research, *Interlibrary
Loans, *Library Networks, Library Technical
Processes, Regional Libraries, *State Libraries

Presented are analyses of likely effects of implementing either a regional or state-wide library network for the State of Washington. If a more sophisticated system is adopted over the present system, the functions of interlibrary loan, technical services, and collection management would be facilitated through new organizational arrangements. It is essential to consider the consequences in terms of both cost and benefits and their distribution among participating libraries. This research also demonstrates the need for a more extensive and reliable data base regarding

AA 000 649

library operations in the state. While this study has been primarily concerned with operating costs, estimates must be made of initial costs of setting up a new network, such as investment in computer hardware and other equipment, development of procedures and software, and employee training. (LS)

ED 045 863

Dalrymple, Julia I. And Others

Preparation for a Dual Role: Homemaker-Wage Earner with Adaptations to Inner City Youth. Volume II. Final Report.

Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-6-3049; BR-6-3050; BR-7-0006

Pub Date Feb 70

Grant—OEG-0-8-000006-1776(085); OEG-0-8-063049-1/35(085); OEG-0-8-063050-1710(085)

Note—321p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Disadvantaged Youth, *Family Life Education, *Home Economics Education, Homemaker Education, Homemaker Skills, *Instructional Materials, *Occupational Home Economics, Resource Materials, Secondary Education

These resource curriculum materials for a home economics course are presented here for use by teachers to prepare disadvantaged students for their homemaker family member role and the dual roles of homemaker and wage earner. The purpose of the study is to discover some implications for teaching those students from poverty areas in an urban setting a newly designed home economics course. The thrust of this course is to prepare the student for a role as homemaker and family member in a changing society. It also prepares the student in occupations utilizing home economics knowledge and skills. Home economics subject matters deal almost entirely with values, material culture, decisions and aspirations of people as they operate in daily life. If home economics is to make an effective contribution to the life and work of culturally and economically disadvantaged youth and help to break the "cycle of poverty", a modification of the present economics program is essential. A revised curriculum is here presented which combines the homemaker-family member curriculum and the dual role curriculum into a single guide which can be adapted to either emphasis. (ON)

ED 045 864

Stoddard, George D.

The Arts in Secondary Education. The Arts Curriculum Development Project. Final Report.

AA 000 651

Educational System for the 70's, Inc., San Mateo, Calif.

Spons Agency—John D. Rockefeller, 3d Fund, New York, N.Y.; National Foundation on the Arts and the Humanities, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-0109

Pub Date Nov 70

Grant—OEG-0-70-2342

Note—261p.; The Arts Curriculum Project had the support of four sponsors—National Endowment for the Arts; the JDR 3rd Fund; U.S. Office of Education and Educational Systems for the Seventies

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Art, *Art Activities, *Art Education, *Curriculum Development, *Curriculum Enrichment, Drama, Music, *Secondary Education

The Arts Curriculum Development Project is new, but the parent agency, Educational Systems for the Seventies (ES '70) is not. Membership in ES '70 includes 18 high schools with a combined student population of more than a million students. The purpose of Arts Curriculum Development Project is to plan a well rounded curriculum in the performing arts that will appeal to all students and to disseminate the findings on this curriculum widely. The objective is not to diminish student interest and achievement in science or the humanities, but rather to bring the various forms of art and art experiences on an acceptance level with other subjects. Art offerings of the participating high schools will be examined and an analysis of the plans and reports for each school will be made to get a first hand view of the activity in on going arts curriculum development. A basic objective is the effectiveness with which any art program arouses the interest and participation of all of the students. This report covers the organization of the advisory committee of professional artists and of the curriculum development team by the Director. Objectives for the performing arts program are worked out. Development is made of understanding the arts and teaching the arts. High school arts programs in ES '70 schools and elsewhere are discussed. Goals for the future in art education are shaped. Reports and memoranda circulated during the project year are included. (ON)

ED 045 865

Thomas, Ronald B.

Manhattanville Music Curriculum Program. Final Report.

Manhattanville Coll. of the Sacred Heart, Purchase, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

AA 000 653

AA 000 652

Bureau No—BR-6-1999
 Pub Date Aug 70
 Grant—OEG-1-001999-0477
 Note—456p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Curriculum Development, *Early Childhood Education, Elementary School Students, High School Students, Instructional Programs, *Music Education, *Music Teachers, *Teacher Education

The objectives of the Manhattanville Music Curriculum Program (MMCP) were to develop a music curriculum and related materials for a sequential learning program for students from the primary through high school years, and also prepare effective means for the training of teachers to use this curriculum. Over 80 musicians and educators throughout the country participated in the developmental work. The major product of this operation was the "Synthesis", a comprehensive curriculum for grades 3 through 12. In addition, MMCP conducted a separate but related study for the development of an early childhood curriculum, "Interaction" and three feasibility studies: The Electronic Keyboard Lab, The Science-Music Program, and the Instrumental Program. In the development and study of plans for teacher re-education 23 workshops for music educators were sponsored by colleges and universities. The resulting project has presented alternatives to the status quo of music education while the products of this project have made available to the profession another choice in educational operations in music. (Author/LS)

ED 045 866

AA 000 654

DeCrow, Roger, Ed. Grabowski, Stanley, Ed.
Research and Investigation in Adult Education: 1970 Annual Register.

Adult Education Association of U.S.A., Washington, D.C.; Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date 70

Note—258p.

Available from—Adult Education Association of the U.S.A., 1225 Nineteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Education, Adult Learning, *Annotated Bibliographies, Audiovisual Aids, Comparative Education, Educational Methods, Electromechanical Aids, Extension Education, Instructional Materials, Organizations (Groups), Personnel, Program Administration, Program Planning, *Research, Teaching Techniques

Embracing 750 items on adult education research and investigation (mostly dated 1969 or 1970), this annotated bibliography covers adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing; education of specific clientele groups, special program areas, professional and technical continuing education, management and supervisory development, occupational training, labor education, institutional sponsors, and international perspectives in adult education. Sections within the above categories are identified by four digit numbers, with a sequential item number for each entry. Cross references are made to other closely related sections (four digit classification numbers) and to other entries throughout this research register. Also included are an author index, a note on availability of documents, an ERIC Document Reproduction Service order blank, and a listing of other publications by the ERIC Clearinghouse on Adult Education. (LY)

ED 045 867

AA 000 655

Grabowski, Stanley M., Ed.

Adult Learning and Instruction.

Adult Education Association of U.S.A., Washington, D.C.; Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date 70

Note—137p.

Available from—Adult Education Association of the U.S.A., 1225 Nineteenth St., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adjustment (to Environment), Adult Characteristics, Adult Education, *Adult Learning, Bibliographies, Cooperative Planning, *Educational Change, *Educational Strategies, *Instructional Design, Program Administration, Program Planning, Research, Research Needs, Responsibility, Systems Analysis, Theories

Identifiers—Andragogy

These eight conference papers discuss adult learning, instructional theory, and related issues in research and practice. Focusing on processes of educational change, the first paper considers how experienced teachers, educational theorists, and researchers possessing empirically tested knowledge can cooperate in program planning. The next paper reviews the adult instruction literature, then offers some generalizations, and closes with an exposition of the author's theory of instructional transactions or interactions. Another examines broad educational strategies in terms of social games—learned cultural sequences—which create communication networks conducive to various kinds of learning. Next, adult educators are offered guidelines for competing more effectively for funds and program support. In another paper, Malcolm Knowles argues the importance of the emerging field of andragogy (the science of helping adults learn) and suggests implications for adult learning environments. The next two look toward a differential psychology of adult learning and adjustment potential, and indicate how adult educators might apply existing knowledge in motivating and working with adults and in choosing appropriate overall strategies. Finally, consideration is given to administrative responsibility for effective, relevant instruction. Six references are included. (LY)

AC

ED 045 868

AC 008 166

Holmberg, Boerje

Correspondence Education: A Survey of Applications, Methods, and Problems.

Pub Date 67

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Bibliographies, College Curriculum, *Communication (Thought Transfer), Correspondence Schools, *Correspondence Study, *Learning Processes, Lesson Plans, *Material Development, Public Schools, *Teaching Techniques, Textbooks

A survey is presented of the types of problems which correspondence educators have to consider today. After discussion of the general characteristics and definitions of correspondence study, varying traditions in different parts of the world as to subject matter and student body are covered. A large, detailed section is given to the construction of a correspondence lesson and a correspondence course; it includes the planning and arrangement of material, new approaches, independent courses and courses based on textbooks, the use of subsidiary material, style and language, illustrations, typography, summing-ups and study helps, students' technique of study, and means to help students secure knowledge acquired (repetitions and introductory surveys, questions, exercises, diagnostic and prognostic tests). A concluding section covers the teacher at work, advising students and supervising study, the impetus to apply supervised correspondence study in schools, the correspondence school and its administrative problems, and supplementary oral instruction. A bibliography and a list of correspondence institutions whose correspondence courses were studied are added. (EB)

ED 045 869

AC 008 227

McFann, Howard H.

HUMRRO Research on Project 100,000.

Human Resources Research Organization, Alexandria, Va.

Pub Date Dec 69

Note—16p.; Symposium Presentation at American Psychological Association Convention (Washington, D.C., September 1969)

Available from—National Technical Information Service, Springfield, Va., 22151 (AD-703-516, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Enlisted Men, Individual Characteristics, Individual Differences, Instructional Materials, Instructional Technology, *Low Ability Students, *Military Training, *On the Job Training, Qualifications, Research, Task Analysis, *Task Performance, Test Results
Identifiers—*Project 100,000

This paper incorporates findings and plans by Human Resources Research Organization research units, on training and performance of

men varying in aptitude and ability level. The research objectives of the study were to obtain information on what, if any, impact men enlisted under the program would have on training and operations, and to understand the relationship between measured aptitude and performance both in training and on the job. Summary data showed the general relationship between Armed Forces Qualification Test scores and performance to include laboratory tasks and operational training. One of the conclusions is that efficient and effective training must take into account individual differences. Plans were presented for providing necessary information on factors involved and techniques to account for them. Instructional methods were selected to maximize the opportunity for the low-aptitude recruit to learn. (Author/PT)

ED 045 870

AC 008 312

Hahn, Alan J.

MIDNY: The First Three Years: Community Resource Development in a Complex, Metropolitan Setting.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Pub Date Mar 70

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Community Development, *Decision Making, Economic Disadvantage, Extension Agents, Leadership, *Metropolitan Areas, *Regional Planning, Regional Programs, Resources, *Rural Extension, Sanitation Improvement, Social Problems, Urban Extension
Identifiers—New York State, *Project MIDNY: Cooperative Extension Service

This is an account of the first three years of the MIDNY Project, a pilot community resource development project in the five-county Central New York Region surrounding the city of Syracuse. The project was set up in 1966 by New York State Cooperative Extension with special funds provided by the Federal Extension Service. It was one of the first Cooperative Extension attempts to apply its community resources development strategies to a complex metropolitan area. The project is still in operation, under a three-year extension of its educational and people-oriented tradition to contribute importantly to the resolution of social problems (urban problems in particular) related to comprehensive planning and decision-making processes. Specific objectives included: development of the sense of a region, initiation of county planning programs; establishment of working relationships with various organizations; training of extension agents in community development; establishing contact among individuals and organizations with common interests; and making research findings available to regional decision makers. (PT)

ED 045 871

AC 008 508

Makhija, H. R.

Training for Community Development Personnel in India.

Indian Inst. of Public Administration, New Delhi.

Pub Date Mar 68

Note—171p.

Available from—The Indian Institute of Public Administration, New Delhi (Rs10.00, L1.10s, \$3.50)

Document Not Available from EDRS.

Descriptors—Agricultural Education, *Change Agents, *Community Development, *Developing Nations, Economic Development, Farm Management, Literacy, Program Development, Recruitment, Refresher Courses, Road Construction, *Rural Areas, Sanitation Improvement, Social Values, *Training
Identifiers—India

The book traces the development of training schemes in India for community development workers. It is divided into four parts which deal with: origin and growth of the Community Development Training Programme; problems encountered and the process of solutions through trial and error; major reorganization of the initial program and the research facilities; and evaluation of what has been achieved. Launched in 1952, the program was intended as a means to raise farm production and income, to change the attitudes and outlook of the rural people, and to build a concept of social cohesion which went beyond family and caste. The program touched every aspect of life (literacy classes, sanitation,

farming practices, improved roads, etc.). The basic unit on which the program hinges is the community development block, comprising about 100 villages. Emphasis is placed on more training for new and old staff personnel through refresher training and ad hoc courses for certain categories of personnel so as to improve their professional competence on a larger scale. (PT)

ED 045 872 AC 008 568

Second Annual Report of the National Advisory Committee on Adult Basic Education.

President's National Advisory Committee on Adult Basic Education, Washington, D.C.

Pub Date 28 Aug 69

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Advisory Committees, Enrollment, Expenditures, Federal Aid, *Federal Programs, *Federal State Relationship, *State Programs, Statistical Data, Teacher Education

This report of the President's National Advisory Committee on Adult Basic Education describes the current Federal Adult Basic Education program, and summarizes a study of selected Federal programs with adult basic education components. The report also contains eight recommendations which the committee believes are essential to the further development of more than twenty million adults across the United States. Among the latter are that: (1) Federal responsibility for education of adults be centered in the Office of Education; (2) present regulations governing state program operations be amended to provide for an annual work plan setting forth the population to be served, the procedures for developing state teacher-training capability, priorities for experimental and demonstration projects, and the relationship of the work plan to the total educational program of the state; and (3) that \$300 million per year for the fiscal years 1971-75 be appropriated for adult basic education. Appendices include distribution of enrollment in national teacher-training programs, description of special experimental demonstration projects, and the Federal programs surveyed with adult basic education components. (DM)

ED 045 873 AC 008 671

Dobbs, Ralph C., Ed.

Adult Education in America: An Anthological Approach.

Pub Date 70

Note—344p.

Available from—Dr. R.C. Dobbs, University of Missouri, Columbia, Missouri 65201

Document Not Available from EDRS.

Descriptors—Administrator Role, Adult Development, Adult Educators, Adult Learning, *Behavior Change, *Continuous Learning, Educational Methods, *Educational Research, Professional Education, *Program Administration, Psychological Characteristics, Student Teacher Relationship

This book assembles a series of related studies, articles, and commentaries to demonstrate man's need for continuous learning. Included in the design of the book is a continuous built-in challenge involving the search for optimum conditions of balance between theory and practice which cause adult behavioral change. Part One covers the definition and comprehension of adult education; Part Two analyzes adult learning principles; Part Three deals with adult education research; Part Four concerns administering effective adult education programs; and Part Five covers exploring implications for adult education, with special reference to the urban crisis, the factory system and human maturity, and creativity. (NL)

ED 045 874 AC 008 681

Gibson, A.

The Youth Service Officer's Course 1968-69: Record of an Experimental Approach to In-Service Training.

Youth Service Information Center, Leicester (England).

Pub Date 70

Note—87p.

Available from—The Youth Service Information Centre, Humberstone Drive, Leicester, LE5 0RG, England

Document Not Available from EDRS.

Descriptors—Changing Attitudes, Educational Needs, Government Employees, *Grouping (In-

structional Purposes), *Inservice Education, National Programs, Participant Involvement, Participant Satisfaction, *Projects, Questionnaires, Statistical Data, *Teaching Methods, Voluntary Agencies, Work Attitudes, *Youth Leaders

The development and implementation of a course curriculum for training youth officers in both statutory and volunteer employment is the subject of this document. The twin principles underlying the course were: the systematic use of the combined talents of the staff; implementation of a "student centered" course seeking to meet his needs, deal with his problems, mobilize his interests, and tap his existing resources. In all 57 participated: 45 males, and 12 females. Of these 39 were statutory, and 18 were volunteer youth officers. The students were actively engaged in the planning and the working of the course in a variety of ways: drawing up the syllabus; devising a work program for projects; supporting each other; and selecting what they would study. The first two of the five week course were spent in studying objectives; and the remaining three on a selection of aspects of training, administration, evaluation, inquiry, and community development. All members undertook some project work on a topic of their own choice. Students' views were sought during the course by a weekly questionnaire, and afterwards by a followup assessment of the course by participants. The predominant feeling of respondents was that of satisfaction, particularly with the students' participation in decision making. (PT)

ED 045 875 AC 008 707

Yearbook of Adult Education 1970-71.

National Inst. of Adult Education, London (England); Scottish Inst. of Adult Education, Alloa (Scotland).

Pub Date 70

Note—102p.

Available from—National Institute of Adult Education, 35 Queen Anne Street, London W1M 0BL, England (13s 0d)

Document Not Available from EDRS.

Descriptors—*Adult Education, Broadcast Television, *Directories, Foreign Countries, Governing Boards, Industrial Training, Labor Education, Legislation, *Organizations (Groups), Professional Associations, Public School Adult Education, Residential Programs, Universities, *Yearbooks

Identifiers—Great Britain

The document contains brief discussions of the role of the kind of adult education that institutions and organizations provide in England, Wales, and Scotland. The types of organizations and institutions considered include: the National Institute of Adult Education; Department of Education and Science; Her Majesty's Forces; Prison Department; local education authorities; universities; Workers' Educational Association; Educational Center Association; residential education centers; professional associations; industrial training boards; broadcasting on television; and other relevant organizations. Names of organizations and institutions and their addresses are provided after each discussion. A list of overseas contacts is included. (PT)

ED 045 876 AC 008 714

Johnson, H. Webster

Selecting, Training, and Supervising Office Personnel.

Pub Date 69

Note—185p.

Available from—Didactic Systems, Inc., Box 500, Westbury, N.Y. 11590

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Bibliographies, *Clerical Workers, Educational Needs, Employees, Interviews, Office Occupations, On the Job Training, Program Development, *Recruitment, *Selection, *Supervision, Teaching Methods, Testing, *Training Techniques

Designed to be of value to supervisors, office managers, and executives, this book gives a broad introductory background to the functions of selection, training, and supervision of office personnel. Under recruitment and selection, it covers sources of future employees, use of the application blank, testing, checking references, and interviewing. The section of training covers the need for training, how people learn, training methods and procedures, training aids, and developing the program. Part III, on supervising

the office staff, discusses understanding employees, managing the office staff, planning and directing the work, overcoming problems of supervision, and the supervisor's relations with management. There is a list of selected readings with each part. (EB)

ED 045 877

AC 008 716

Keypunch Operation: A Suggested Adult Business Education Course Outline.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Services.

Pub Date 68

Note—28p.

Available from—Publications Distribution Unit, State Education Building, Albany, N.Y. 12224 (free to New York State school personnel when ordered through a school administrator)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, *Course Content, *Curriculum Guides, *Data Processing, Information Retrieval, Office Machines, *Teaching Techniques

The document contains an outline of a course developed for an adult class meeting five hours per week for 18 weeks. The objectives of the course are to develop: an appreciation of the growing uses of automatic data processing; an entry level job proficiency in the operation of the keypunch machine; work habits conducive to job proficiency; and basic terminology in this field of employment; and to provide an understanding of a total unit record system. (There is a glossary, bibliography, and list of audiovisual aids.) (PT)

ED 045 878

AC 008 724

Dowling, William D.

A Report of the Educational Component of a Coupled On-the-Job Training Program.

Columbus Urban League, Ohio; Ohio State Univ., Columbus. Center for Adult Education.

Spons Agency—Ohio State Dept. of Vocational Education, Columbus.

Pub Date Aug 70

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, Community Cooperation, Counseling, *Disadvantaged Groups, *Employment Programs, Employment Qualifications, Followup Studies, On the Job Training, Participant Characteristics, Persistence, *Prevocational Education, *Program Content, *Program Evaluation, Work Attitudes

A Manpower Pre-Employment Training Program was launched in October 1969, to provide educational opportunities to trainees, to determine their occupational qualifications, and to investigate the relationship between these qualifications and successful completion of on-the-job training. More specific objectives were to: provide employers with candidates ready for training; evaluate trainees' readiness for training; evaluate the effectiveness of learning techniques; conduct a follow-up study; and to disseminate gathered information to other agencies. A total of 75 Columbus inner-city residents, the majority of whom were black, participated. The instructional system consisted of: communication skills; computation skills and consumer economics; social skills and adjustments; and orientation to business and industry. The study outlines each of the components of the curriculum structure. A survey of the characteristics and achievement of the participants revealed that: there were no significant differences in age and educational background among those who completed the course; women were more likely to complete the on-the-job training; effectiveness of the program seemed to be greater for persons with less previous work experience. The development of alternative easy of providing the educational component was recommended. (PT)

ED 045 879

AC 008 728

Rosen, M. Hyder, S.

An Evaluation of Project Work in Ports Management Courses.

Pub Date 70

Note—40p.; Training Research; Occasional Paper No. 2

Available from—The National Ports Council, 17 North Audley St., London, W1Y 1WE, England (single copies gratis; prices for quantities on application)

Document Not Available from EDRS.

Descriptors—*Educational Benefits, Instructional Staff, Investigations, *Management Education, Participant Satisfaction, Problem Solving, *Program Evaluation, *Projects, *Transportation Identifiers—Great Britain

An investigation was made into the use of project work in management education; it was in three phases—collection of a range of project models, evaluation of a particular type of project (that undertaken on the middle management courses run for the ports industry by three technical colleges and institutes), and recommendations on project supervision for management teachers. Former course members (70) were surveyed to gather data on their organizations and job tenure, age, identification of the problems studied, degree of implementation of their projects, financial benefits of projects to the organizations, personal benefits, and suggestions for increasing benefits of project work. Twenty of the course members' managers were interviewed in nine of the ports visited; also the course directors, training officers, and personnel managers at several ports. Of the 70 students, 60 said their projects were potentially implementable; and 54 projects involved financial gain to the organization. Course directors felt projects should use a technique covered in the course, be practical and implementable, and of financial benefit to the organization and personal benefit to the student. Most of the managers felt the project had benefited their organizations and broadened the students' outlook. (EB)

ED 045 880 AC 008 733

Niles, Anne G.

Definitive Dialing—Nursing Dial Access.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Wisconsin Regional Medical Program, Inc., Madison.

Pub Date Mar 70

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Hospitals, *Medical Services, *Nurses, *Professional Continuing Education, Regional Programs, Statistical Data, *Tape Recordings, *Telephone Instruction, University Extension, Use Studies

Identifiers—*Nursing Dial Access, Wisconsin

Nursing Dial Access, a taped library available by telephone to professional nurses in Wisconsin, was developed by the Department of Health Sciences Unit, University Extension, at the University of Wisconsin, under a grant from the Wisconsin Regional Medical Program. The program, available on an around-the-clock basis, provides short tapes on a variety of nursing and medical subjects and may be used from any telephone, free of charge to Wisconsin callers. The library presents core information in the categories: nursing care emergency situations; new procedures and equipment; recent developments in nursing; and legal aspects in nursing. Nursing Dial Access averages 1,000 calls a month. A survey of the users indicated that: the program has been found to be an appropriate way to provide certain types of information; nurses have accepted this information retrieval system; and the program has been successful in meeting its purpose—to assist nurses outside the metropolitan areas of the state. (Appendixes include a bibliography of tapes, guidelines for developing dial access libraries, and lists of tapes available to states other than Wisconsin. (PT)

ED 045 881 AC 008 739

Lauritis, Ene-Malle, Ed.

Papers and Proceedings of Appalachian Legal Services Conference (Knoxville, Tennessee, July 24-26, 1969).

National Legal Aid and Defender Association, Chicago, Ill.; Tennessee Univ., Knoxville. Coll. of Law.

Pub Date 69

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, Conference Reports, Lawyers, *Legal Aid, *Legal Aid Projects, Legal Problems, Needs, *Professional Associations, Program Descriptions, Regional Programs, Statistical Data, *Surveys Identifiers—Appalachia

The delegates of the Appalachian Legal Services Conference pointed out that the Legal Resource Foundation was not to be a substitute for any agency or professional group but to supplement existing resources, serving as a central

organization to focus attention on the need of communities and states to develop sound and effective legal service facilities. Professor Cady presented a survey of needs in legal services and Bert Early of the American Bar Association accepted wide responsibility for the legal profession. Descriptions of various types of plans that are operating successfully in other parts of the country were given. These include neighborhood law offices, circuit riding programs, judicare, and law school clinics. The book includes a resolution for: creating an ad hoc commission, drafting an appropriate charter and bylaws along the lines suggested by the resolution, and providing bylaws along the lines suggested by the resolution, and providing bylaws dealing with policies of the Foundation (composition to be prescribed by the ad hoc commission), representation of the interests of the governors, has associations, and affected clientele. Appendices contain survey data, and information on "practice of law" by law students, and a work program. (NL)

ED 045 882 AC 008 755

Phillips, H. M.

Literacy and Development.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—55p.

Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenoy, 75 Paris-7e, France

Document Not Available from EDRS.

Descriptors—Agricultural Production, *Developing Nations, *Economic Development, *Educational Benefits, Employer Attitudes, Employment Qualifications, Functional Illiteracy, Industry, *Literacy, Motivation, Productivity, *Resource Allocations, Rural Population, Social Development, Values

The booklet concentrates on the massive illiteracy of adults and youth in the world despite modern scientific progress. It approaches the problem from an economic and a social viewpoint and is designed to direct attention to the grave problem of illiteracy at all stages and levels of development policy. Economic and social factors are closely intertwined. Economists favor three approaches to the spreading of literacy based on its use as a component in development: assume that there is a reasonably fixed relationship between the amount of education and the amount of production based on past experience; study the different levels of income attained by people according to their level of education; derive educational needs from manpower forecasts which are in turn derived from economic projections. In their study, Bowman and Anderson show that 30%-50% literacy can be regarded as a threshold rate for economic development. The data strongly suggest that rising literacy alone contributes very little to development over the range of 30%-70% of literacy. On the other hand, among the 24 countries with per capita income over \$300 only three had literacy rates under 90%. The eradication of illiteracy is tied to the completion of the growth of universal primary education and the reduction of dropout rates. (NL)

ED 045 883 AC 008 756

Stephens, Jack J.

Socio-Economic Status and Related Variables That Influence the Initiation of Professional Medical Care among Montana Families.

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Report No—Bull-631

Pub Date Mar 70

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), Attitudes, *Decision Making, *Family Health, Health Insurance, Low Income Groups, *Medical Treatment, Patients (Persons), Physicians, Research, *Socioeconomic Status, Statistical Data

Identifiers—Montana

The purpose of this study was to determine for a sample of Montana families if a positive relationship existed between the family's socioeconomic status and its medical initiation behavior, and then, controlling for socioeconomic status, to determine if a relationship existed between initiation of professional medical care and a number of variables that perhaps affect the decision to visit the doctor or dentist. In the

latter endeavor, a model suggested by McNerney and his colleagues was used to organize the analysis of several factors that may influence the decision to initiate medical care. A stratified sample of 574 families was surveyed. Persons in the lower classes have poorer health than the more privileged. Yet, many persons with low incomes go to doctors and dentists, some as often as or more often than those with greater incomes. The hypothesis proposing a positive relationship between the ability to pay as measured by the possession of health insurance and the initiation of professional medical care is supported by the data, but only with some modifications. The general hypothesis seems to be tenable for the lower status group in the sample, but does not hold true for the higher status families. The family in the higher socioeconomic status group tends to initiate medical care at about the same rate whether it has health insurance or not. (NL)

ED 045 884 AC 008 783

Berg, Ivar

Education for Jobs; The Great Training Robbery.

Pub Date 70

Note—219p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Armed Forces, *Educational Benefits, Educational Quality, *Employment Qualifications, Government Employees, *Job Satisfaction, Labor Turnover, *Productivity, Promotion (Occupational), Semiskilled Workers

Dr. Berg's study, based on extensive data, challenges some conventional assumptions about the relationship between education and jobs—many workers are overeducated for their jobs; salaries are not necessarily closely related to education; many teachers and social workers earn less than plumbers and professional athletes; an employee's productivity does not vary systematically with his years of formal education; the rate of turnover is positively associated with high education. Among workers in lower-skilled jobs, dissatisfaction increases as educational levels rise. Better educated employees are often rated as less productive. The practice of basing teachers' salaries on credits they earn toward higher degrees actually encourages teachers not to teach since those who feel overtrained tend to seek administrative positions or better-paying jobs in industry. In the armed forces high-school graduates are not uniformly and markedly superior to nongraduates and training on the job is more important than educational credentials. Dr. Berg asserts that it is fundamentally subversive of education and democratic values not to see that, in relation to jobs, education has its limits. The crucial employment issue is the overall level of employment and the demand for labor in a less than full employment economy. (NL)

ED 045 885 AC 008 786

Annual State of Michigan Personnel Officers Conference. (23rd, Cadillac, Michigan, September 15-17, 1969).

Michigan State Dept. of Civil Service, Lansing.

Pub Date 69

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, Certification, Conference Reports, *Discipline Policy, Driver Education, *Employer Employee Relationship, *Grievance Procedures, Health Programs, *Industrial Training, Personnel Directors, *Personnel Policy, Safety Education

The 23rd Annual State of Michigan Personnel Officers' Conference examined the workings of employee relations with employee organizations. The highlights are reported in this manual. A panel of speakers from industry and education provided conference participants with different points of view and a broadened outlook in the difficult areas of grievance handling and discipline. The program also included information on training activities, special employment programs, safety, and driver education, the pay-setting procedure, the overtime advisory board, the staff's Upper Peninsula communications meetings, selective certification, the multiphasic health screening program and a survey of attitudes and opinions on current dress and appearance trends. Staff representatives answered questions from personnel officers dealing with policies and procedures. (NL)

ED 045 886

AC 008 791

Bajaj, Dev Raj

The Relation of Certain Personality Traits to Selected Professional and Social Attributes of Oklahoma Male County Field Extension Personnel.

Oklahoma State Univ., Stillwater.

Pub Date May 69

Note—186p.; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-21,342, MF \$4.00, Xerography \$7.60)

Document Not Available from EDRS.

Descriptors—Age Differences, Bibliographies, Chief Administrators, Correlation, Doctoral Theses, *Extension Agents, *Job Satisfaction, Males, Participation, *Personality, Residential Patterns, *Rural Extension, *Social Background, Specialists, Teacher Experience, Tenure, Youth Leaders

Identifiers—Oklahoma

This study assessed the personality traits of Oklahoma field extension personnel as related to certain professional and social attributes and to job involvement. A special background questionnaire, a job involvement inventory, and a true false test called the California Psychological Inventory (CPI) were administered to 77 county extension directors, 41 Four H agents, and 42 specialists. Percentages of respondents having above average CPI scores were 68% for the category of poise, ascendancy, and self-assurance; 83% for maturity, socialization, and responsibility; rise of nationalism, ethnic consciousness, and agrarian reform on the nature and interest modes. Since most subjects had had some post-graduate education, this finding was not considered exceptional. Job involvement was positively related to the traits of sociability, sense of well-being, self-control, achievement through conformance, and interest in making a good impression; but was negatively related to flexibility. Extension personnel with advanced formal education, knowledge of social sciences, high status background (father's occupation), a technical subject specialization, previous teaching experience, a preference for living in medium-sized communities, and preferences for participating in religious and fraternal organizations, scored highest on virtually all CPI items. (LY)

ED 045 887

AC 008 793

Jacobsen, Morris Bernard

Student Factors in the Acquisition of Modern Spoken Japanese by North American and European Missionaries.

Indiana Univ., Bloomington.

Pub Date Sep 70

Note—238p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 71-6863, MF \$4.00, Xerography \$13.95)

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Adult Learning, Aptitude, Bibliographies, Correlation, Doctoral Theses, Early Experience, Educational Background, Instructional Materials, *Japanese, *Language Fluency, Multilingualism, *Second Language Learning, Teaching Techniques

This study tested hypotheses on the relationship between achievement of proficiency in spoken Japanese and the variables of ease of adjustment to life in Japan; effects of childhood multilingualism, musical background, and previous level of formal education; and deliberately delaying the introduction of kanji (Chinese ideographs) into intensive language study materials. A special 79 item questionnaire was completed by 654 active missionaries who had finished two years of language study. Language proficiency subscales were developed to cover reading and writing, speaking, exposure to linguistic stimuli, developed aptitude, cosmopolitanism, aural dependency (reliance on learning by ear), and satisfaction with the curriculum and other program elements. Rate of language learning was significantly and positively related to childhood multilingualism, sensitivity to semantic differences, and ease of adjustment, but not to the other hypothesized variables. (LY)

ED 045 888

AC 008 794

Londoner, Carroll Altan

Occupational Change and the Choice of Teaching as a New Career.

Indiana Univ., Bloomington.

Pub Date Mar 70

Note—306p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-22,833, MF \$4.00, Xerography \$13.95)

Document Not Available from EDRS.

Descriptors—Adult Students, *Age Differences, Attitudes, Bibliographies, *Career Change, *Career Choice, Doctoral Theses, *Females, Higher Education, Investigations, *Males, Middle Aged, Motivation, Teacher Education, Young Adults

A study was made of how job factors, as related to age and sex, induce persons educated and working in one career to leave and then choose teaching as a new career. Subjects (45 graduate students in an Indiana University teacher certification program) ranged in age from 25 to 55 and had undergraduate backgrounds in fields other than education. They were administered a specially developed questionnaire and rating scale. Men aged 24-39 were more dissatisfied by the factors as a whole than comparable women. Regardless of sex, subjects aged 24-29 tended to be dissatisfied with opportunities for promotion, decision making, and personal growth; level of job creativity and challenge; responsibility for the efforts of self and others; recognition by peers; managerial foresight and planning; interpersonal relations; use of their abilities; existing sense of pride and success; and supervision. Most of these factors may have influenced persons 30-34 to leave their careers. Men and women differed on work with young people, social progress, and commitment as factors leading them to choose teaching. These and other findings led to the conclusion that age, but not sex, is relevant to leaving one's old job in favor of teaching. (LY)

ED 045 889

AC 008 805

Community Work and Social Change: A Report on Training.

Calouste Gulbenkian Foundation, Lisbon (Portugal).

Pub Date 70

Note—186p.

Available from—Longman Group Ltd., 74 Grosvenor Street, London W1X 0AS, England (25s)

Document Not Available from EDRS.

Descriptors—Careers, *Community Development, *Community Services, Higher Education, Inservice Education, Instructional Materials, Instructional Staff, *Professional Training, Program Planning, Recruitment, Salaries, *Social Change, *Social Services, Student Evaluation

Identifiers—Great Britain

A special community development study group analyzed the range of objectives, roles, employment patterns, and settings in British community work; identified future objectives and roles, especially in such areas as psychology and sociology; and recommended methods and subject content for professional community worker training. Existing training provisions—inservice training, further education courses, refresher courses, and the like—were varied but limited. Accordingly, short-range and long-range steps were proposed to use scarce resources to meet differing needs of full time community workers as well as of teachers, social workers, clergy, health workers, architects, and others with an element of community concern in their work. Finally, cooperation toward specific goals (including improved support and training of volunteers, provisions for field work and placement, student grants-in-aid, a broad survey of community worker functions, and a publicly financed but independent council) are urged between and among government departments and other institutions. (Included are appendices on community development and organization, salary scales, qualifications and positions, and elements of a sample syllabus, along with brief data on training in the United States and the Netherlands.) (LY)

ED 045 890

AC 008 809

Kelly, Thomas

George Birkbeck; Pioneer of Adult Education.

Pub Date 57

Note—390p.

Available from—Liverpool University Press, Bedford House, 75 Bedford Street South, Liverpool 7, England (45s. net)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Adult Educators, *Biographies, *Historical Reviews, Industrialization, *Labor Education, Libraries,

Literacy, Lower Class, Physicians, Socioeconomic Influences, Trade and Industrial Education

Identifiers—*Birkbeck (George), Great Britain, Mechanics Institutes, Quakers

George Birkbeck, known to the present generation principally as the founder of Birkbeck College, was a Quaker doctor and teacher who played a leading role in a great variety of educational institutions and movements in the first half of the nineteenth century. This biography describes his early years in Yorkshire, his life as a student in Edinburgh, his work as a teacher of science in Glasgow and his medical and educational activities in London. It also gives the first complete survey of the origins and history of the mechanics' institute movement, with which he was particularly associated. This great adult education movement provided the starting point for many of our modern public libraries and technical colleges. Appendices include a bibliography of Birkbeck's letters and a listing of mechanics' institutions recorded in Great Britain up to 1851, which shows the growth and geographical distribution of these institutions. (Author/DM)

ED 045 891

AC 008 811

Trichaud, Lucien

L'Education populaire en Europe. 2. Scandinavie (Mass Adult Education in Europe. 2. Scandinavia).

Pub Date Feb 69

Note—367p.; Text in French

Available from—Les Editions ouvrières, 12 ave. Soeur-Rosalie, Paris (13e) France

Document Not Available from EDRS.

Descriptors—*Adult Education, *Adult Educators, *Comparative Education, Cooperatives, Correspondence Study, Discussion Groups, Folk Schools, *General Education, Historical Reviews, Mass Media, Organizations (Groups), Socioeconomic Influences

Identifiers—Denmark, Finland, Grundtvig (Nicolas S F), Kold (Christian), Norway, Scandinavia, Sweden

Covering Denmark, Norway, Sweden, and Finland in turn, this comparative survey of mass adult education in Scandinavia provides a historical and descriptive background on each country, followed by the development and present situation of folk high schools, cooperatives, university extension, correspondence study, labor education, mass media, and other forms and means of general education. Careers and accomplishments of major figures in Scandinavian adult education (chiefly Nicolas S.F. Grundtvig and Christian Kold) are reviewed; and the effects of the rise of nationalism, ethnic consciousness, and agrarian reform on the nature and course of Scandinavian adult education, are traced in detail. Educational services, adult and otherwise, within the setting of Swedish mixed socialism are also discussed. The document includes an index of names, places, and organizations cited. (LY)

ED 045 892

AC 008 813

Berniklau, Vladimir V.

Management Development of Scientists and Engineers in the Federal Government; An Analysis of Basic Behavioral and Systems Considerations.

New Mexico Univ., Albuquerque.

Pub Date Jun 70

Note—126p.; M.A. Thesis

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (N70-32,877, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Attitudes, Bibliographies, Changing Attitudes, *Engineers, Evaluation Techniques, Federal Government, *Government Employees, Leadership Styles, *Management Development, Masters Theses, Motivation, Organizational Climate, Performance, Program Planning, *Scientists, *Systems Analysis

Focusing on management development of scientists and engineers within the Federal government, this study was done to form a framework of factors (mainly attitudes, motives or needs, and leadership styles) to be evaluated before choosing suitable techniques and alternatives. Such variables as differing program objectives, characteristics of professionals, means of program and performance evaluation, determination of the proper clientele, and responsibility for program planning and decision making, were discussed in a background review. Management

development was shown to be a mechanism for achieving mutual organizational and individual need satisfaction when an organization is psychologically healthy and its top managers operate on Theory Y assumptions (satisfaction of the higher needs for love or acceptance, esteem, and self-actualization). Thus, management development can help change both attitudes and behavior in accordance with these assumptions while strengthening the Theory Y spirit throughout the organization. Moreover, it was concluded that, when adapted to different managerial levels and treated as part of a system of alternatives, management development programs can smooth the transition to managerial competence. (LY)

ED 045 893 AC 008 814

Gurin, Gerald

A National Attitude Study of Trainees in MDTA Institutional Programs. Final Report.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Department of Labor, Washington, D.C.

Pub Date Aug 70

Note—268p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-193-723, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, Bibliographies, Employment Level, Family Status, Females, Income, Job Placement, Job Satisfaction, Job Skills, Longitudinal Studies, Males, Marital Status, *Motivation, *Participation, Questionnaires, Race, Self Concept, *Trainees, Values, *Vocational Retraining, Wages

Covering 5,891 trainees in a nationwide sample of 324 Manpower Development and Training Act (MDTA) classes, this longitudinal study concentrated on how trainee attitudes and motives relate to program completion versus dropping out, and to subsequent job histories. Wage rate, extent or duration of employment, completion, dropout status (for employment, for other reasons, or discharged), and relevance of MDTA training to subsequent work, were used as major criteria of program success. Racial and sex differences in life cycle stage (marital and family status), economic resources and pressures, attitudes toward work and skill learning, < efficacy (sense of control over one's fate), self-concept, and values, were surveyed by questionnaire. Program and individual factors (job seeking, skill level, impact of training, job placement, and others) were examined in terms of participation (completion or dropping out), wage rates, and employment level. In addition, effects of the administration of the questionnaire itself were noted. (LY)

ED 045 894 AC 008 841

Dutton, Donnie Moss, Gary

Evaluation of an Adult Basic Education Orientation Workshop for Memphis City Schools Personnel.

Memphis State Univ., Tenn.

Pub Date Nov 69

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *Adult Educators, Analysis of Variance, Educational Background, Females, Instructional Staff, Males, Marital Status, *Orientation, Participant Satisfaction, Program Content, *Program Evaluation, Questionnaires, Rating Scales, Teacher Experience, *Workshops

Identifiers—Higher Education Act of 1965, Kropp Verner Evaluation Scale, *Tennessee

This study evaluated a one day Memphis State University workshop for adult basic education (ABE) personnel, and sought to determine relationships between certain participant characteristics and reactions to the workshop. Financed under Title I, Higher Education Act of 1965, the workshop covered guidance and counseling, curriculum development, problems in teaching undereducated adults, and opportunities for ABE personnel to pursue graduate level training. All 77 participants completed the 20 point Kropp-Verner Evaluation Scale and a special personal data and reaction questionnaire. These were among the findings: (1) 61% of participants felt that the workshop had great value in meeting individual and professional needs; (2) 68% felt the workshop experience would increase their job ef-

fectiveness; (3) between 61% and 68% rated the three speakers as highly effective; (4) those who saw the workshop as valuable in meeting personal and professional needs tended to be married men, 35 or older, with a baccalaureate degree, at least two academic years of ABE experience, and over ten years' experience in secondary education; (5) those who felt the workshop would increase their performance were most often 35 or older, with a baccalaureate degree, less than a year of ABE experience, and ten or fewer years of other teaching experience. (LY)

ED 045 895 AC 008 858

Dutton, Donnie Hering, Frederick W.

Reactions from Alabama Public Health Workers on a Demonstration Continuing Education Project.

American Public Health Association, Birmingham, Ala. Southern Branch.

Pub Date Nov 68

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Attitudes, Educational Background, Educational Television, Experience, Females, Group Discussion, *Health Personnel, Males, Manuals, Occupations, Organization Size (Groups), *Participation, *Professional Continuing Education, *Program Evaluation, *Public Health, Surveys

Identifiers—Alabama

This study surveyed the attitudes and participation patterns of Alabama public health workers involved during 1967-68 in statewide continuing education programs, combining telecasts with study manuals and group discussion; and analyzed their responses by age, sex, occupation, formal education, experience in public health, and the size of the public health departments employing them. Consideration was given to such criteria as participation in discussion sessions, use and evaluation of the manuals, relevance and usefulness of the telecasts, suitability of program topics, opinions on the value of the combined approach, and benefits perceived (improved knowledge and ability to serve) as a result of participation. Respondents showed very positive attitudes toward the total program; but they felt that the relationship of telecasts and study manuals to areas of work and responsibility needed improvement, and remarked that notes taken by the recorder were seldom referred to during discussion sessions. Moreover, the background variables all seemed relevant to certain aspects of participation and perceived program effectiveness. (LY)

ED 045 896 AC 008 862

Dutton, Donnie Hering, Frederick W.

Assessment of Workshops on Principles of Public Health Law and Legal Tools for Effective Health Administration.

American Public Health Association, Birmingham, Ala. Southern Branch.

Pub Date Nov 69

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Facilities, Instructional Materials, Instructional Staff, *Law Instruction, Participant Characteristics, Participant Satisfaction, *Professional Continuing Education, *Program Administration, Program Content, *Public Health, Questionnaires, Rating Scales, Regional Programs, Teaching Techniques, *Workshops

Identifiers—Kropp Verner Evaluation Scale

This study evaluated public health workshops held at Orlando, Florida (September 25-26, 1969), and Baltimore (October 12-15, 1969), by means of responses from 115 physicians, social workers, administrators, attorneys, and other participants having legal and regulatory responsibilities in the public health field. The 20 point Kropp-Verner Evaluation Scale was used, together with a questionnaire covering the effectiveness of each speaker and topics, teaching techniques and activities, and satisfaction with physical arrangements. Also sought were comments on the value of the courses and recommendations for improvement. All speakers but two received at least an average effectiveness rating. When scores for both workshops were combined, no pair of speakers received less than 3.21 on a scale of five. (One speaker received extremely high ratings of 4.89 and 4.83 at the two workshops.) None of the 13 workshop topics received a combined rating of less than 3.09 (average or above), and two topics were rated

4.21 or better. Panel presentations, mock hearings, mock trials, and discussion groups received above average overall ratings. However, evaluation activities and group reporting drew slightly below average ratings. Facilities and instructional materials were generally rated highly. (LY)

ED 045 897 AC 008 863

Dutton, Donnie Edwards, Virgil

Group Dynamics and Public Health.

Tennessee State Dept. of Health, Nashville.

Pub Date Feb 70

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Educational Background, Females, *Group Dynamics, Instructional Staff, Males, Occupations, Organizations (Groups), Participant Characteristics, Participant Satisfaction, *Professional Continuing Education, *Program Evaluation, *Public Health, Questionnaires, Rating Scales, *Workshops

Identifiers—Kropp Verner Evaluation Scale, *Tennessee

This study investigated the effectiveness of a group dynamics workshop held January 26-28, 1970, at Nashville, Tennessee, for 16 professional public health workers. It covered individual psychology, types of groups and their objectives, leadership styles, questioning techniques, and situations dealing with individuals. The 20 point Kropp-Verner Evaluation Scale was used, together with a questionnaire designed to obtain background data and participant evaluations (on a five point scale) of specific program elements. Participants were about evenly divided by age (over or under 35) and sex; most had at least a bachelor's degree; and most were employed at the local or regional, rather than the district or state, level. Over half were health educators, and most had had more than ten years' experience in public health. The instructor received a mean rating of 4.07 (quite effective). Similarly, evaluations of all program topics but one (questioning) were strongly positive. It appears that the questioning segment needs strengthening for future workshops. (LY)

ED 045 898 AC 008 864

Robb, Thomas Bradley

The Bonus Years: Foundations for Ministry with Older Persons.

Pub Date 68

Note—156p.

Available from—The Judson Press, Valley Forge, Pa. 19481

Document Not Available from EDRS.

Descriptors—*Age, Annotated Bibliographies, *Church Programs, Educational Programs, Ethical Values, Individual Characteristics, Leisure Time, *Need Gratification, *Older Adults, Resources, Retirement, Socioeconomic Status

This book studies characteristics and needs of the aging in an attempt to relate the resources of the local church to the needs of older persons. It assumes that older persons have many individual needs which are not subject to large scale solutions and must therefore be approached locally. The purpose of this book is to deal with these more individual matters, and to lay a foundation from which the local church may begin to assist in their solution. There is a broad yet concise survey of the rapidly growing literature in the associated fields of social gerontology and geriatrics. Much information dealing with the results of studies conducted in the 1950s are used. A summary of a variety of approaches to effective ministry to the aging as they are carried on around the nation, and some final principles from which local programs may begin to take shape are also presented. An annotated bibliography is added. (PT)

ED 045 899 AC 008 865

Hutchinson, Enid

Learning and Leisure in Middle and Later Life.

Pre-Retirement Association, London (England).

Pub Date 70

Note—56p.

Available from—National Institute of Adult Education, 35 Queen Anne St., London W1M 0BL (England) (5s)

Document Not Available from EDRS.

Descriptors—Age Differences, Clubs, Educational Background, Employment Level, Females, Group Membership, *Individual Charac-

teristics, Leisure Time, Males, *Middle Aged, *Older Adults, *Participant Characteristics, *Participation, *Recreational Activities, *Research, Sex Differences, Social Status
Identifiers—England, Wales

The Pre-Retirement Association, using data gathered by the National Institute of Adult Education in its inquiry into the adequacy of provision of adult education in England and Wales, has made an attempt to gather information about the interests and activities of people as they grow older. The message of the study was that if age is to have its proper dignity and fulfillment, education must indeed be developed as a continuous process throughout life. Two samples were analyzed: the general population sample and a sample of participants in adult education. Characteristics studied for both included age, sex, employment status, leisure and membership in clubs and societies. Classes attended by students were also included in the analysis. Loss of learning ability with age was relatively greater for those with poor education; and there were incalculable advantages to the individual in being a member of various social groups. There was an association between the extent of early education and subsequent occupational and social class rating and attitudes to education in later life. (PT)

ED 045 900 AC 008 866
Unit-Record Machine Operation: A Suggested Adult Business Education Course Outline.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Services.

Pub Date 70

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Business Education, *Course Content, *Curriculum Guides, *Data Processing, Documentation, Man Machine Systems, *Office Machines, *Teaching Techniques

The course contained in this book was written for training data processing machine operators; it is intended to prepare adults to qualify for an entry-level job. It is not aimed at developing high proficiency on any one machine, but rather at introducing the student to a variety of equipment, and developing an understanding of how the data flow through a unit-record system. The topics discussed include: the basic functions of data processing; the unit record principle and the punched card; the card punch and verifier; the interpreter; the sorter; the reproducer; the collator; the accounting machine or tabulator; the calculating punch; documentation; and integrated applications. A bibliography and introductory projects are included. This course is related to two others published by the New York State Education Department: "Key Punch Operation" and "Introduction to Automatic Data Processing." (PT)

ED 045 901 AC 008 867
Parent Education and Family Life. Child Development: The Child 6-12.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Services.

Pub Date 70

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Child Development, Childhood Interests, *Curriculum Guides, Growth Patterns, *Parent Child Relationship, *Parent Education, Peer Relationship, School Environment, Sex (Characteristics)

This manual was designed to provide instructors in adult basic education with lesson plans which treat the subject of parent education and family life. The lesson plans, factsheets, and worksheets in the manual deal specifically with the subject of child development from 6 to 12 years. The lessons encompass a range of topics including childhood growth, peer and family relationships, the school-age child and the sexual behavior and interests of children. This publication is the second in a series of three which, collectively, propose to treat child development from birth to eighteen years. (PT)

ED 045 902 AC 008 868
Thomas, Alan M.
A Brief on the Concept of Continuing Education.
Pub Date Sep 70
Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Continuous Learning, Educational Finance, *Educational Philosophy, Educational Planning, Educational Trends, *Public School Systems
Identifiers—Canada

This brief discusses the difficulties created by the lack of clear relationship between formal and adult education systems in Canada, the chaotic conjunction of the two systems—one pressing upward and the other pressing downward; and proposes continuing education as a solution to the problem posed by the present educational structure. A study of the characteristics of the two educational systems shows that while each could offer experience and method to the other, they are different and encroaching on each other; and the sharing is happening with uneven awareness, and without plan or evaluation. To facilitate the sharing, the systems must be joined consciously and intelligently into a system of "continuing education" which would base its theoretical framework on the fact that human beings are capable of learning different things in different ways throughout their entire lives; all citizens are entitled to a certain level of education at public expense; and that learning is work and students are fully participating citizens. Such a system would put a premium on the operation of individual choice about learning as early in one's life as possible. (PT)

ED 045 903 AC 008 869

Mendoza, Luis Antonio
Staff and Non-Staff Leadership in Multi-Community and Multi-County Development Organizations in New York State.

Cornell Univ., Ithaca, N.Y.

Pub Date Jan 70

Note—364p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-12,635, MF \$4.65, Xerography \$16.45)

Document Not Available from EDRS.

Descriptors—Bibliographies, Communication (Thought Transfer), *Community Development, Conflict, *Decision Making, Doctoral Theses, *Leadership, Objectives, *Organizations (Groups), Personnel, Power Structure, Program Administration, Program Planning
Identifiers—New York State

This study analyzed and described regional development organizations, with special emphasis on leadership structure and patterns; and sought to develop an organizational model to maximize leadership effectiveness. Selected leaders from 14 New York State counties responded to questionnaires covering general organizational characteristics, subunits and cliques, facilities and resources, major roles and functions, planning and goal attainment, coordination and cooperation, internal and external communication, recruiting and staffing, rewards, changes within organizations, controversial issues, factors related to participation and nonparticipation, and social characteristics of staff, board, committee, and other members. Programs appear to benefit mainly business and industry, youth, the community at large, and municipal governments of towns, villages, and cities. Nonstaff members in "board" positions hold the key decision making roles. They are largely well educated, upper middle class people with high religious and civic leadership involvement and high regard in their communities. Lower status groups and their concerns were strongly represented only in civil rights, welfare, employment, poverty, health, and recreational organizations. Important problems in communication, lay-leader involvement, and other areas were also uncovered. (LY)

ED 045 904 AC 008 870

Wright, Joan Wright
The Professionalization of Practitioners in the Institutionalized Occupation of Adult Education.

Cornell Univ., Ithaca, N.Y.

Pub Date Jun 70

Note—158p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-24,020 MF \$4.00, Xerography \$7.40)

Document Not Available from EDRS.

Descriptors—*Adult Educators, *Attitudes, *Background, Bibliographies, Doctoral Theses, Educational Background, Inservice Education, *Organizations (Groups), Orientation, Participation, *Professional Recognition, Public Schools, Rural Extension, State Universities, Work Experience

This study sought to describe three groups of adult educators (Cooperative Extension Service, public schools, State University of New York system); find differences between groups on professional attitudes; identify relevant background factors; determine whether associations between attitudes and predictor variables vary in different organizations; discover differences in adult educator orientations; and examine effects of organizational policies and practices on orientations. Usable questionnaire responses from 202 (58%) of the study population yielded data on such characteristics as education and training, work experience, organizational practices (including inservice training), professional affiliations, and career flexibility versus organizational flexibility. Regardless of affiliation, three distinct types of adult educators—free-wheeling entrepreneurs, "bureaucrats" (organization builders), and scientists or specialists—emerged in the findings. A major conclusion was that, without a legitimate claim to exclusive expertise (as opposed to a general knowledge base drawn from many disciplines) an occupation aspiring to professional status cannot expect its practitioners to believe in self-regulation or the regulation of colleagues. (LY)

ED 045 905 AC 008 874

Abdelrahman, Ahmed Elamin
Factors in the Adjustment of Khawm El-Girba Tenants to a New Location and a New Type of Agriculture.

Cornell Univ., Ithaca, N.Y.

Pub Date 69

Note—251p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-10,446, MF \$3.25, Xerography \$11.50)

Document Not Available from EDRS.

Descriptors—*Adjustment (to Environment), *Attitudes, Doctoral Theses, Environmental Influences, *Farmers, *Individual Characteristics, Interviews, Land Use, Moral Values, Projects, Rewards, *Rural Resettlement, Social Change, Success Factors

Identifiers—Aswan Dam, Egypt

The main objectives of the study were: to analyze factors related to adjustment to resettlement; to find the relationship of attitudes to behavior in relation to two major social changes—adjustment to new location and to a new type of agriculture; to identify the characteristics of unadjusted tenants; to identify the environmental elements associated with lack of adjustment by the tenants. Data were collected through personal interview of 267 tenants randomly selected from 25 villages in the resettlement project. The people were principally subsistence farmers with a limited section in commerce and trade. They had to be relocated because of the inundation of their region by the backing waters of Egypt's Aswan Dam. The unit of analysis was the individual. The data indicate three important facts: satisfaction and morals are based in part on the relationship between expectations and rewards; most of the environmental factors which are relevant to low adjustment are modifiable through specially designed programs; understanding of the attitudes of settlers may represent a key factor in the success of projects based on resettlement and the opening of new lands. (Author/NL)

ED 045 906 AC 008 875

Alsammaroe, Hatam Ali
A Proposed Educational Program for Agricultural Development in Iraq.

Pub Date 68

Note—179p.; Ph. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-4830, MF \$3.00, Xerography \$8.20)

Document Not Available from EDRS.

Descriptors—Adult Farmer Education, Agricultural Production, *Agricultural Skills, Demonstrations (Educational), Doctoral Theses, Experience, Fertilizers, Information Sources, Literature Reviews, *Models, *Program Content, Program Development, Soil Science, *Teaching Methods

The general purpose of this study was to develop an educational program for agricultural development in Iraq, and to identify the best method for its implementation. The proposed program was based primarily upon relevant factors identified through data collection from the following sources: official records, current literature, and the writer's knowledge and experience.

Two types of models for adoption of innovation were identified and discussed. One model was developed by Everett E. Rogers and the other by Egan G. Guba and David Clark. These models were fully used in the development of the program and in the recommendations for its implementation. The main objectives of the proposed program were to have the farmers understand: the value of chemical fertilizers in crop production; its effect on the physical property of the soil; its use in crop production; and how and where to obtain the fertilizer. Different methods of instruction were suggested. Demonstration was considered the most effective. (Author/NL)

ED 045 907 AC 008 876

Appa, Darrel Arvin

A Social System Analysis of Beautification Project Adoption in Two Wisconsin Cities.

Wisconsin Univ., Madison.

Pub Date 69

Note—206p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-4374, MF \$3.00, Xerography \$9.45)

Document Not Available from EDRS.

Descriptors—*Adoption (Ideas), Attitudes, *City Improvement, Community Leaders, *Community Programs, Comparative Analysis, Doctoral Theses, Interviews, Investigations, Knowledge Level, *Participant Characteristics, Power Structure, Social Structure, *Social Systems, Urban Population, Values

Identifiers—Wisconsin

A study was made to identify factors which contribute to community interest in, and adoption of, beautification projects and to identify personal and social characteristics of participants, related to a broad interpretation of beautification. A social system analysis approach was used as the framework of the study. Two Wisconsin cities' social systems were studied. Sturgeon Bay being considered more advanced in adoption of projects than Rice Lake. Social action participants in each of the cities were selected by using a formal positional leadership approach and were identified and used as independent variables to help identify relations to a broad interpretation of beautification. Focus on knowledge, normative values and feelings as they pertained to beautification disclosed only subtle differences between the cities. In Sturgeon Bay, however, there was a commission composed of influential with impressive social rank who gave prestige to the project, saw to it that important community leaders sanctioned it, and provided impetus for distributing the beautification function to many groups and individuals within the system. (EB)

ED 045 908 AC 008 877

Atkinson, Thomas Grant

The Persuasive Program in Adult Education: Theory and Planning.

Indiana Univ., Bloomington.

Pub Date 68

Note—196p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 68-11395, MF \$3.00, Xerography \$9.00)

Document Not Available from EDRS.

Descriptors—Adult Education Programs, *Changing Attitudes, *Communication (Thought Transfer), Doctoral Theses, Ethical Values, Literature Reviews, Objectives, *Program Planning, *Task Analysis, *Theories

The purpose of this study was to investigate, develop, and explicate a procedure, theoretical in nature, which adult educators can use for comprehending, analyzing and planning single-event persuasive programs for adults. The study conceptualized persuasion as a behavioral phenomenon consisting of verifiable human action which constitutes, or is instrumental to, the achievement of persuader-desired goals and is willingly performed by "persuadees" in response to source messages. This concept suggested several criteria which provided the rationale for the approach to persuasion. These were: verifiable, goal achieving, instrumental, designated personal, voluntary, message response, and interpersonal actions. The process that achieved persuasion consisted of interrelated clusters of task functions, which when placed in proper sequence constituted the basis for a procedure for planning programs. These functions were: (1) initiating the persuasive process; (2) organizing for the achievement of persuasion; (3) defining goals;

(4) making ethical decisions; (5) identifying the conditions for achieving persuasion; (6) selecting, analyzing and recruiting "persuadees"; (7) developing message; (8) developing the context for operation; (9) transmitting; (10) evaluating. (Author/NL)

ED 045 909 AC 008 878

Bannaga, Ali Mohayad

Study of Characteristics, Attitudes and Opinions of the Students in the College of Agriculture in Sudan.

Pub Date 69

Note—210p.; Ph.D. Thesis, Univ. of Wisconsin, 1969

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-12337, MF \$3.00, Xerography \$9.45)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, Aptitude, Attitudes, *College Students, Doctoral Theses, Educational Background, Geographic Location, Group Experience, Investigations, Questionnaires, *Rural Extension, *Socioeconomic Influences, Specialization, *Student Characteristics, Work Experience

Identifiers—Sudan

In examining characteristics, attitudes, and opinions of the students in the College of Agriculture, University of Khartoum, in the Sudan, this study focused on eight independent variables: years in the College of Agriculture, location of permanent home, size of home town, length of hostel living experience, father's occupation, number of living brothers and sisters, previous work experience, and standing in Sudan School Certificate. A questionnaire was developed and administered to students in four undergraduate classes. Most of the students believed that agricultural extension was needed for the improvement of Sudanese agriculture. In the light of 13 qualities and characteristics recommended for effective extension work, and using a cumulative measuring scale, the students were separated into three categories of potential suitability to extension work. Thirty percent fell in the highly suitable category. The offering of an option for agricultural specialization in the senior year was disadvantageous to agricultural extension. Students' potential suitability to extension work was related to the father's occupation and the length of time the person lived in hostels. Six independent variables failed to explain the reasons for the differential levels of potential suitability to extension work demonstrated by the students. (Author/NL)

ED 045 910 AC 008 879

Barrett, Thomas Chester

Relationship between Perceived Faculty Participation in the Decision-Making Process and Job Satisfaction in the Community Colleges of North Carolina.

North Carolina State Univ., Raleigh.

Pub Date 69

Note—113p.; Ed. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-9173, MF \$3.00, Xerography \$5.60)

Document Not Available from EDRS.

Descriptors—*College Faculty, *Community Colleges, *Decision Making, Doctoral Theses, Expectation, Investigations, *Job Satisfaction, *Participation, Role Perception

Identifiers—North Carolina

The relationship between job satisfaction and the participation of full-time teaching faculty of the North Carolina Community College System in decision making was investigated. It was anticipated that the results of the study would indicate that the level of job satisfaction would be higher as the full-time teaching faculty perceived that they participated in decision-making. Therefore, it was expected that the correlation between the selected independent variables and the dependent variable, job satisfaction, would be high. This did not prove to be the case. In addition, it was expected that the results would indicate a high expectation level on the part of the faculty to participate in decision making. This was verified. Finally, it was anticipated that the results would indicate that the more respondents perceived their participation in decision making, the higher would be their job satisfaction. The results, in general, supported this. Statistical treatment indicated that 3 of the 11 independent variables considered were not significant; two

were significant at the .10 level of confidence, two at the .05 level; and four at the .025 level. (Author/NL)

ED 045 911

AC 008 880

Chilson, John Stephen

Occupational Qualifications and Success of On-the-Job Trainees.

Ohio State Univ., Columbus.

Pub Date 69

Note—111p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-6745, MF \$3.00, Xerography \$5.60)

Document Not Available from EDRS.

Descriptors—Age Differences, Aptitude, *Disadvantaged Groups, Doctoral Theses, Educational Development, *Employment Programs, *Employment Qualifications, Inner City, Investigations, Negroes, *On the Job Training, *Persistence, Sex Differences, Tests, Vocational Interests, Work Experience

Identifiers—Columbus (Ohio)

The purpose of this study was to determine occupational qualifications of trainees in a pre-employment program provided by the Center for Adult Education at Ohio State University and the Columbus Urban League and to investigate the relationship between these qualifications and successful completion of on-the-job training. Seventy-five Columbus, Ohio, inner-city residents (the majority Negro) were selected for study. Questionnaires, the General Aptitude Test Battery, Metropolitan Achievement Test, and Vocational Preference Inventory were used to collect data. The trainees had a record of failure, both educational and occupational. It was found that those more likely to complete on-the-job training were: women, trainees scoring higher on spatial aptitude, those with less work experience, and those with vocational interests related to the actual training positions. Differences in age, general educational development, and eight of the nine aptitudes measured failed to differentiate between trainees. It was concluded that this pattern of unemployment interspersed with temporary jobs at a low level will remain unless a community provides opportunities for persons to become integrated into all occupational categories of higher level occupations. (EB)

ED 045 912 AC 008 882

Hadden, Marise Alvina Tabor Bell

An Analysis of the Emerging Roles of the Paraprofessional School-Community Aide with Implications for Strategies of Social Change in Disadvantaged Areas.

Michigan Univ., Ann Arbor.

Pub Date 69

Note—216p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-4095, MF \$3.00, Xerography \$9.90)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, *Community Consultants, *Disadvantaged Groups, Doctoral Theses, Elementary Schools, Indigenous Personnel, Investigations, *Paraprofessional School Personnel, Parents, Questionnaires, *Role Perception, School Personnel, Statistical Analysis, *Urban Areas

Identifiers—Flint (Michigan), Michigan

This study analyzed the use of paraprofessionals as school-community workers (Community Counselors) by the Flint (Michigan) Community Schools. The purpose was to examine perceptions and expectations of this position in order to: organize a framework for the emerging role of the indigenous school-community worker in urban disadvantaged areas; make recommendations for use of these persons; and show the implications of such auxiliary personnel. Using questionnaires, interviews, and documents, data were obtained from administrators of the K-12 program, the Mott Program of the Flint Board of Education, and the Mott Foundation; staff members in elementary schools; parents; and others. Role perceptions and expectations of the Community Counselors were compared with these others. Findings revealed conflicting perceptions and expectations; but there was a high degree of support of the Counselor's effectiveness by parents. Findings suggested that the supervision, orientation, and training of Counselors needed to be improved. The role should be professionalized in terms of specific duties and responsibilities; there should be a specific training program. The

name should be changed to School-Community Aide to stem the confusion resulting from the present title. (Author/PT)

ED 045 913

AC 008 883

Hatch, James Cordell

Television Performance Effectiveness: A Study of Related Variables and the Effects of Inservice Training and Evaluative Feedback.

Pub Date 68

Note—353p.; Ph.D. Thesis, Univ. of Wisconsin, 1968

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-15,989, MF \$4.55, Xerography \$16.00)

Document Not Available from EDRS.

Descriptors—Attitudes, Cognitive Processes, Demography, Doctoral Theses, *Educational Background, Evaluation, Extension Education, *Feedback, Inservice Education, Investigations, Performance Factors, Personality, Predictive Measurement, *Program Effectiveness, Rating Scales, *Television, Work Experience, Workshops

Theoretically, a number of demographic, personality, attitudinal, cognitive, and performance variables were selected for examining television performance effectiveness. The experiment, conducted within the workshop context, was replicated in 1965 with a total of 62 participants. Each year subjects were placed into three random groups, stratified by sex and job classification. Group 1 subjects made a television presentation, saw and evaluated the videotape replay, and received a written panel critique for study and comparison. Group 2 subjects performed, then had the panel critique only. Group 3 subjects performed but had no feedback. Inservice training followed treatment. At the end of the workshop all subjects remade their presentations, which were both panel and performer evaluated. High feedback produced significantly more favorable attitudes toward television as a medium for extension education ($P < .05$). Key predictors of change were grade point average, college television courses, graduate credits, degrees, years in extension, television experience, attitude, self concept, television knowledge, and the exhibition, achievement, autonomy, order, dominance, and aggression personality traits. Performance ratings by television directors were similar to those of other authoritative evaluators. (Author/NL)

ED 045 914

AC 008 884

Hollander, Martin Elliot

A Survey of Social-Regulatory Practices in Selected Michigan Community Colleges.

Michigan State Univ., East Lansing.

Pub Date 68

Note—235p.; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-5882, MF \$3.05, Xerography \$10.60)

Document Not Available from EDRS.

Descriptors—Administrator Role, Collective Bargaining, *Community Colleges, *Conduct, *Discipline Policy, Doctoral Theses, Negotiation Agreements, *Personnel Policy, Social Change, Staff Role, Student Participation, Surveys

Identifiers—Michigan

This study surveyed social-regulatory practices of selected community colleges in Michigan to find out: origin and extent of written social-regulatory policies and the provisions for change; types of rules of conduct; and communication and enforcement of social-regulatory practices and rules. The study was limited to commuter-type publicly supported community colleges in Michigan with enrollments of more than 1500 students. Data were gathered by interviews with disciplinary administrators, and from information in the literature, student handbooks, college bulletins, and policy manuals. Social-regulatory policies and rules were more likely to be reasonable and to be more readily accepted when students, faculty members, and administration shared the responsibility for their formulation and when they were written in positive terms. The extent of involvement of the faculty in the enforcement of student conduct at campus events was more and more being determined by professional negotiations and collective bargaining. Student probation and withdrawal of certain campus privileges were the most widely used methods of discipline. Criteria were listed as standards by which major

social-regulatory practices of community colleges could be clinically judged. (NL)

ED 045 915

AC 008 885

Johnson, Robert Edwin

A Study of the Self-Esteem and Related Background Factors of New Reformatory Inmates.

Michigan State Univ., East Lansing.

Pub Date 68

Note—160p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-5886, MF \$3.00, Xerography \$7.40)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Caucasians, Comparative Analysis, Delinquency, Doctoral Theses, Family Status, Marital Status, *Negroes, Parent Attitudes, *Prisoners, *Self Esteem, *Socioeconomic Background, Work Experience

The purposes of this study were to examine whether the self-esteem of inmates is low when compared with the self-esteem of a civilian population, and to examine twelve inmate background factors that might influence inmate self-esteem at the time of incarceration. The population consisted of 153 Negro and 182 white 17-22 year old "first-timers" entering the Michigan Reformatory between September 1, 1965 and June 1, 1966. Inmate background factors studied were race, age at admission, work experience, school grade level attained, mothers' or fathers' attitudes toward inmates, family cohesiveness, marital status of parents, inmate's age at first recorded delinquency, time already served, and length of current sentence. The two major findings were: (1) the distribution of the self-esteem scores among the white inmates did not differ significantly from the distribution of similar scores of a representative civilian population of white twelfth graders, and (2) such slight correlation between inmate self-esteem and the inmate background factors were found that none of the background factors appeared to have more than the slightest influence on inmate self-esteem scores. (Author/NL)

ED 045 916

AC 008 887

Kline, Angeline Joyce

A Study of Delegation of Duties to Hospital Dietary Supportive Personnel.

Pub Date 68

Note—108p.; Ph.D. Thesis, Ohio State Univ., 1968

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-4920, MF \$3.00, Xerography \$5.40)

Document Not Available from EDRS.

Descriptors—Dietitians, Doctoral Theses, Educational Background, *Food Service Workers, *Hospital Personnel, *Nonprofessional Personnel, *Occupational Information, On the Job Training, *Supervisors, Surveys, Task Analysis

Identifiers—Ohio

This study uses questionnaires to explore the extent of delegation to supportive personnel in Ohio hospitals of 100 or more beds capacity which employ at least one full time dietitian, with primary focus on the use of the food service supervisor. Food service supervisors who had taken a battery of courses established by the American Dietetic Association were compared to those who only had on the job training. The opinions of dietitians working in Ohio hospitals were compared with those of dietitians who had been designated as judges or experts. The number of duties which were delegated in each hospital was explored, and large hospitals compared with medium ones to determine if significant differences existed in the number of duties delegated. Analysis of the data suggested that the completion of either an American Dietetic Association approved course or other courses was not associated with the extent of use in the supervisory capacity. A high level of agreement was noted between the dietitians and judges in defining duties appropriate for delegation. Factors other than completion of educational courses were involved in promoting maximum use of supportive dietary personnel. (PT)

ED 045 917

AC 008 888

Kohlhoff, Ralph Edward

The Dissemination of the Dramatic Arts in the Metropolitan Area of Milwaukee.

Pub Date 68

Note—604p.; Ph.D. Thesis, Univ. of Wisconsin, 1968

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-9090, MF \$7.65, Xerography \$27.25)

Document Not Available from EDRS.

Descriptors—Adult Education Programs, Age Differences, Children, Colleges, Community Characteristics, Community Surveys, Diffusion Doctoral Theses, *Dramatics, Interviews *Metropolitan Areas, Organizations (Groups) Participation, Public Schools, Questionnaires *Theater Arts, Universities

Identifiers—Milwaukee (Wisconsin), New York City

This study was undertaken to determine whether or not the theater arts play an important role in a large metropolitan area outside of New York. The Milwaukee (Wisconsin) urbanized area was chosen for the study. Another purpose of the study was to determine whether or not there were important facets of theater, besides professional theater, that were important in themselves, and that played an important part in developing a place for the professional arts in communities removed from the present theater capital. Personal interviews were conducted with the leaders of children's theater, high school theater, adult play-reading groups, professional theaters, theater supporting organizations, college and university theater, adult amateur community theaters, theater supporting industries, and the drama critics of the Milwaukee newspapers. It was determined in the study that the theater arts presently do play an important part in community life in a city outside of New York. (Author/PT)

ED 045 918

AC 008 890

Lumsden, Dan Barry

A Study of Selected Socio-Economic Characteristics of Adults in Educational Activities in Columbus County, North Carolina, Compared with Selected Socio-Economic Characteristics of the Total Population of the County.

North Carolina State Univ., Raleigh.

Pub Date 70

Note—102p.; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-18,972, MF \$4.00, Xerography \$6.00)

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, Age Differences, Audiences, Census Figures, *Community Colleges, Comparative Analysis, Doctoral Theses, Educational Background, *Enrollment Rate, *Expectation, Investigations, Occupations, Open Enrollment, Program Planning, Race, Residential Patterns, Sex Differences, *Socioeconomic Status

Identifiers—North Carolina

A study was made to determine to what extent the open-door philosophy of the community college is reflected in certain variables of adult enrollees and to what extent communities in the area of Southeastern Community College have been involved in the process of curriculum development. Data on 3004 adult participants were used and similar socioeconomic data on the total county population derived from 1960 census figures. Six variables were studied to determine the proportion of adults enrolled compared with the proportion of adults in the total population—age, sex, occupation, race, location of residence (urban/rural), and education. Proportions derived from census figures were used as models for hypothesizing expected rates of participation. It was found that the proportions of adult participants departed significantly from anticipated proportions; numerous publics in the area were markedly over-represented and numerous others were importantly under-represented. All other proportions of enrollments among adults classified by all variables were either significantly greater or lesser than those expected. Program planning at this college has resulted in an effect not in keeping with the open-door philosophy of the North Carolina system of community colleges. (EB)

ED 045 919

AC 008 891

Mitchell, Rie Rogers

An Evaluation of the Relative Effectiveness of Spaced, Massed, and Combined Sensitivity Training Groups in Promoting Positive Behavior Change.

California Univ., Los Angeles.

Pub Date 69

Note—141p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-8182, MF \$3.00, Xerography \$6.80)

Document Not Available from EDRS.

Descriptors—*Behavior Change, Control Groups, Doctoral Theses, Experimental Groups, Follow-up Studies, *Individual Characteristics, *Intervals, Investigations, Observation, Personality, Program Length, Rating Scales, *Scheduling, Self Evaluation, *Sensitivity Training, Weekend Programs

A study was made to compare the effectiveness (determined by individual behavior change) of three sensitivity training conditions—spaced, massed, and combined—compared with each other and with a control group (no training); and to determine the relationship between 25 personal characteristics and the behavior change under the various conditions of training. Four or five behavioral areas were selected and an individualized Behavior Change Rating Sheet constructed. Spaced groups met for 30 hours spaced over 10 weeks; massed groups met for 24 hours in one continuous session; and combined groups met for a weekend with about 10 hours of training, five weekly two-hour sessions, and a final weekend. Ratings were made by each participant of his own change and also by outsiders at the end of the sessions; after three months, similar ratings were made by each participant and two outsiders. All experimental group participants showed more positive change just after training than control groups; after three months, the spaced and combined groups continued to show more behavior change but the massed group did not differ from the control group. Experimental groups did not differ significantly from each other; however, there were trends in the data. (EB)

ED 045 920 AC 008 894

Pinkerton, Richard LaDoyt
A Curriculum for Purchasing.

Pub Date 69
Note—475p.; Ph.D. Thesis, Univ. of Wisconsin, 1969

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-3663; MF \$6.05, Xerography \$21.40)

Document Not Available from EDRS.

Descriptors—*Business Education, *Curriculum Development, Doctoral Theses, Educational Programs, Educational Specifications, Employment Qualifications, *Industrial Education, Interviews, Investigations, Literature Reviews, *Personnel, *Purchasing, Questionnaires, Standards

The objective of this research was to identify the necessary educational organization required to form a curriculum plan for the field of purchasing and to investigate the nature of the industrial purchasing function. The dissertation delineates the critical areas of business operation: industrial purchasing, procurement, and material management. The primary research method was personal depth interviews with 75 purchasing experts, 15 leasing purchasing educators, and 65 mail questionnaires from another group of active collegiate purchasing instructors. Some of the conclusions reached were: purchasing personnel need to emphasize the service nature of their role and earn recognition through self initiated productive activities. The educational requirements for each purchasing position are not well defined by practitioners or educators. An undergraduate degree in general business management with one or two courses in purchasing is preferred, with emphasis on quantitative, behavioral science, and economic subjects. An exhaustive review of 127 literature citations is presented and analyzed according to topics. (Author/PT)

ED 045 921 AC 008 897

Stine, Victor L.
An Analysis of Agri-Business Management Functions and Implications for Personnel Training.

Michigan State Univ., East Lansing. Coll. of Agriculture and Human Resources.

Pub Date 69

Note—197p.; Ph.D. Thesis

Available from—University Microfilms, 300 N.

Zeeb Rd., Ann Arbor, Michigan 48106 (Order

No. 70-15,143; MF \$4.00, Xerography \$9.00)

Document Not Available from EDRS.

Descriptors—Ability, *Administrative Personnel, *Business Skills, Doctoral Theses, Evaluation, *Individual Characteristics, Job Analysis, Merchandising, *Off Farm Agricultural Occupations, Planning, Public Relations, Purchasing, Questionnaires, Research, Supervision, Surveys

Focused on the agri-business manager, the objective of this study was to identify and classify the activities, competencies and characteristics of a selected group of such managers with a view toward the development of suitable training curricula. Three questionnaires were developed and applied to the manager himself, his superior, and a randomly selected subordinate to secure their judgments in regard to the amount of time allotted to certain competencies, the importance of said competency, and the expected role or behavior. The two major questionnaires were divided according to competency categories of: personnel supervision and evaluation, operation and coordination, planning and research, merchandising, finance and control, public relations and community affairs, purchasing and inventory maintenance, and personal demands and improvement. Operations and coordination ranked at the top of the list of competency categories. Other top listed competencies were finance and control, planning and research, and personal demands and improvement. Agri-business managers operate on a less sophisticated level than do many industrial managers. On the whole they seemed to be current-operations-oriented thus leaving little time for long range planning and development. (Author/PT)

ED 045 922 AC 008 898

Tesna, Dharm

A Model for Education in Agriculture below College Level for Thailand with Emphasis on Education in Agriculture in the Private Agricultural School.

Pub Date 68
Note—430p.; Ph.D. Thesis, Univ. of Wisconsin, 1968

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-7135; MF \$5.50, Xerography \$19.35)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, Agricultural Occupations, Curriculum Guides, *Developing Nations, Doctoral Theses, *Educational Benefits, Farmers, Investigations, Investment, Land Settlement, Models, Objectives, *Private Schools, Public Policy, *Public Schools, Students

Identifiers—Thailand

The purpose of the study was to develop a model for a privately supported institution teaching agriculture in Thailand. Information was obtained from related agencies in Thailand and international sources about the needs and problems of education in agriculture. The primary inquiry focused on the value of the education in agriculture to Thailand and a curriculum guide was developed based on the implication of educational theories and practices. It was concluded that agricultural education was worth considerable investment because of its potential contribution to the people both socially and economically; and that it should be a primary concern of the government in the administration of rural education. A discrepancy existed between student goals and goals set at the national level. Special education in agriculture offered to the self-settlement students in the farm settlement programs, and the pilot projects of integrating agriculture into academic high school curriculum, seemed very promising. A Thai private agricultural school should aim to teach both those who are already in farming and those who eventually will do so. (PT)

ED 045 923 AC 008 899

Vidyarthi, Gopal Saran

Farmer's Incentives for Adoption of Recommended Farm Practices in Wheat Crop in Allgarh Intensive Agricultural District, India.

Cornell Univ., Ithaca, N.Y.

Pub Date 67

Note—299p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 68-679; MF \$3.85, Xerography \$13.50)

Document Not Available from EDRS.

Descriptors—*Adoption (Ideas), Agricultural Production, *Agricultural Skills, Credit (Finance), Developing Nations, Doctoral Theses, *Farmers, Fertilizers, *Grains (Food), Individual Characteristics, Mass Media, *Motivation, Sampling, Socioeconomic Influences, Technology

Identifiers—*India

This study was undertaken to identify farmer incentives that led them to adopt wheat crop practices in Allgarh Intensive Agricultural District Program: the association between the farmer's characteristics and adoption groups; the incentives that lead the farmers to adopt recommended wheat crop practices; relationship between identified incentives and adoption groups; disincentives that prevent the farmers from adopting wheat crop practices; association between farmer characteristics and incentives; and communication courses and channels through which farmers receive incentive information. A sample of 200 farmers, 10 from each of the 20 villages in the block studied, was selected and information obtained through interviews. The findings of the study revealed that among farmers characteristics, formal education, size of holding owned, organizational membership, caste, extension agency, contacts, and economic status were found to be associated with high-adoption-group farmers. Age was not found to be an important characteristic associated with adoption groups. (PT)

ED 045 924 AC 008 901

Watness, Calvin Meredith

Adult Education in Community Colleges in the State of Washington.

Pub Date 69
Note—207p.; Ed.D. Thesis, Arizona State Univ., 1969

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-20,808; MF \$3.00, Xerography \$9.45)

Document Not Available from EDRS.

Descriptors—*Administrative Policy, *Adult Education, Advisory Committees, College Deans, *Community Colleges, Community School Directors, Doctoral Theses, *Evening Programs, Facilities, Financial Support, Instructional Staff, Presidents, *Program Development, Program Evaluation, Public Relations, Surveys

Identifiers—Washington State

The purposes of this study were: (1) to determine the current evening/adult education administrative practices in community colleges in Washington State as perceived by the presidents, the deans of instruction, and the directors of evening/adult education; (2) to analyze selected administrative relationships between the full time day programs and the part time evening/adult programs as perceived by the three groups; and (3) to develop a composite of recommended practices. A specially designed questionnaire focused on the following areas: administration, adult students, finances, facilities, public relations and publicity, lay advisory committees, standards, courses and curricula, instructional staff, and program evaluation. From the 22 institutions in existence, a 95% return came from 19 presidents, 22 deans, and 22 directors. The three groups completed items in the following categories: administration, standards, courses and curricula, and instructional staff. The directors answered only items in the following categories: administration, the adult students, finances, facilities, public relations and publicity, lay advisory committees, and program evaluation. Comparisons were made among responses of the three administrator groups as a whole wherever all three responded to the same question. (Author/NL)

ED 045 925 AC 008 902

White, Louis Edward

A Study of Alabama Legislators' Perception of the Auburn University Cooperative Extension Service.

North Carolina State Univ., Raleigh.

Pub Date 70

Note—171p.; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 70-18,985; MF \$4.00, Xerography \$8.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Doctoral Theses, Educational Objectives, Educational Programs, Interviews, Investigations, Job Tenure, *Legislators, *Perception, Residential Patterns, *Rural Extension, *State Officials, Urbanization

Identifiers—Alabama, Auburn University, Cooperative Extension Service

This study determined Alabama legislators' perception of the Auburn University Cooperative Extension Service, and the extent to which selected factors were associated with their per-

ception of the objectives, programs, and clientele. It was hypothesized that there is no association between legislators' perception of certain elements of the Auburn University Cooperative Extension Service and their years of legislative experience, place of residence, level of formal education, occupation, direct contact with the Extension Service, degree of conservatism, and urbanization of the district they represented. A random sample of 60 of the 141 members of the 1967-69 Legislature was interviewed. They represented 57 of the 67 counties. Findings showed each of the seven independent variables to be significantly associated with at least one or more of the elements of perception examined. Therefore, the hypotheses were partially substantiated. Direct contact with the Extension Service appeared to be more significantly related to the respondents' perception of the organization than were the other six factors. Place of residence and urbanization of the district the respondent represented exerted the least influence on legislators' perception of the service. (Author/NL)

ED 045 926 AC 008 904

DeCrow, Roger DeCrow, Karen
University Adult Education: A Selected Bibliography, 1967; Review and Topical Index.
Syracuse Univ., N.Y. Library of Continuing Education.

Pub Date 67

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, Business, Credit Courses, Degrees (Titles), Faculty, Financial Support, Industry, *Literature Reviews, Military Training, Physical Facilities, Professional Continuing Education, Program Administration, Program Planning, Recruitment, Students, *University Extension, Vocational Education

Part I of this document reviews literature written by or primarily addressed to university adult educators, and provides a topical index to the accompanying 144 item annotated bibliography. Divided into 22 brief sections, Part I draws out and summarizes the major policy level issues and concerns discussed in the literature, elaborates its summary statements wherever possible with quotations from the works reviewed, and cites documents or parts thereof in which a given area of concern is discussed. The bibliography itself (Part 2) primarily represents the work of evening colleges and general extension division divisions, with some references from junior college and Cooperative Extension Service literature to stress the growing interrelationship between these two areas of higher adult education. A few other references illustrate the fact that business and industry, government agencies, such organizations as the Brookings Institution and the Aspen Institute, and many other nonuniversity sponsors furnish university caliber adult education. (LY)

ED 045 927 AC 008 905

Hahn, Alan J.
Organization for Development; The MIDNY Experience: 1966-68.

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.

Pub Date 69

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Community Development, Decision Making, Educational Objectives, Experimental Programs, *Interagency Cooperation, *Metropolitan Areas, *Organizations (Groups), Personnel, Program Planning, *Regional Planning, Rural Extension, Teaching Techniques, Urban Extension
Identifiers—Cooperative Extension Service, New York State, *Project MIDNY

A new planning and development approach is emerging in the five county Central New York region, an area having a highly complex, fluid, and ill-coordinated decision making structure. Three regional agencies are active here: the Metropolitan Development Association of Syracuse and Onondaga County; the Central New York Regional Planning and Development Board; and the experimental MIDNY (Mid-New York) Project. MIDNY, which stresses educational aspects of community development, was founded to explore ways in which Cooperative Extension could be more effective in urbanizing areas. MIDNY has a flexible, pragmatic "unwritten philosophy" expressed in continuously evolving

procedures. Its techniques are dissemination of information, concepts, ideas, and timely news by memos to professionals; outreach to the general public through radio and television; regional meetings and conferences; program planning in conjunction with county extension offices; and work with other organizations and agencies. Needs in such areas as local program planning, liaison of individuals and organizations, involvement of more diverse groups, community development training for extension agents, "do it yourself" information for new planning boards, and consultative aid to the regional planning board, were noted during the initial period (1966-68). (LY)

ED 045 928 AC 008 906

Curtis, Frieda Smith And Others
Continuing Education in Nursing.
Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Nov 69

Note—118p.

Available from—Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colo. 80302 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Organization, Bibliographies, Budgeting, Consultants, Curriculum Development, Equipment, Facilities, Financial Support, *Higher Education, Human Resources, *Nurses, *Professional Continuing Education, Program Descriptions, Program Design, Publicize, Recruitment, Regional Programs

Identifiers—Western Council on Higher Education for Nursing

This book is planned to provide guidance for nurses in planning, conducting, and evaluating programs of continuing education; content is built on the collective experiences and thinking of a regional group of nurse educators engaged in developing a coordinated program for a large geographical area. After discussion of changing patterns of health care, it enlarges on the place of continuing nursing education within the organizational structure of the university. Then follow a chapter on developing the curriculum—assessing needs, defining objectives, and designing activities to achieve these objectives—and one of teaching methods. A chapter covers the choice of human, physical, and material resources; another discusses the consultation process. Another covers financial resources (grants, contracts) and budgeting and provides a sample budget for a conference. The next discusses an effective public relations program. Finally there is a description of the series of continuing education workshops conducted from 1957 to the present by the Continuing Education Seminar of the Western Council on Higher Education for Nursing. (WCHE). Appendixes discuss responsibilities of teachers of continuing education courses, conference equipment and supplies checklist, meeting room chart, and literature resources. There is a bibliography. (EB)

ED 045 929 AC 008 907

Battistelli, Vince P. Minnis, John R.
Guidelines for Project Approval and Evaluation Criteria, Title I, Higher Education Act, 1965.

Pub Date Aug 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, *Community Service Programs, *Evaluation Criteria, Information Dissemination, Needs, Objectives, Program Evaluation, Program Planning, *Program Proposals, Resource Allocations, *State Programs, *Universities

Identifiers—Florida, *Higher Education Act of 1965 (Title I)

As a result of an evaluation of Florida State community service programs financed under Title I of the Higher Education Act of 1965, a set of 16 guidelines was drawn up. The first six, in order of priority, are: a project should be directed toward filling a community (rather than an institutional) need; objectives should be realistic and measurable; the program should involve the proper target audience; members of this audience should be involved in planning, execution, and evaluating; there should be realistic allocation of resources; and the proposal should indicate the nature and extent of interagency cooperation. Based on two components of projects (process and means used in achieving the

objectives), evaluation criteria were established. These include: need identification; involvement of community leaders; communication and cooperation; followup; target audience; staff; dissemination of information; and preventative duplication. (NL)

ED 045 930 AC 008 909

Kearney, Kevin E., Ed.
Special Adult Degree Programs.
University of South Florida, Tampa.
Pub Date 70

Note—80p.; Proceedings of a national conference held at General Telephone Facility (Tampa, Florida, January 28-30, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Accreditation (Institutions), *Adult Students, *Attitudes, College Faculty, Conference Reports, Curriculum, Educational Innovation, General Education, *Independent Study, Seminars, *Special Degree Programs, Student Evaluation

The reflections of 79 participants attending a national conference on special adult degree programs are synthesized. The central theme of the first session was the identification of the most appropriate content for a liberal studies curriculum. Session 2 expressed concern over major problems: the transient nature of man; the role of accrediting agencies as partners in innovation; student selection; performance of adult students; and the needs being met by special adult degree programs. Session 3 was concerned with five questions about independent study: What is it? What are the best means of supporting it? What kind of faculty is needed? What are their roles? How should they be paid? The fourth session underscored the need for careful choice of faculty for the adult degree program. The commentators in Session 5 indicated that evaluation needs to be varied, comprehensive, and sequential, and that instruments based on normal distributions are appropriate for only some purposes. In Session 6 educators were advised to keep in touch with reality when preparing people for future jobs. The final session focused upon the educator's attitude as the key to innovation. (A list of the participants is included.) (NL)

ED 045 931 AC 008 910

Adult Basic Education in California: Progress Report.

California State Dept. of Education, Sacramento.

Pub Date 70

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Curriculum, Demonstration Projects, Facilities, Federal Aid, *Program Evaluation, *School Districts, *State Programs, Statistical Data, Student Personnel Services, Teaching Techniques
Identifiers—*California

This report contains information on the federally assisted Adult Basic Education (ABE) programs in 64 school districts in California and the qualitative evaluation of ten representative ones. About 7,500 adults were enrolled in these ten during 1967-68. Training led to: increased participation in voting, employment; promotion, removal from welfare, entrance into high school diploma programs, and the receipt of citizenship papers. Some common problems were: level of funding, difficulty in interagency cooperation and recruitment, student mobility, physical facilities, and transportation. Major commendations were offered for: concern with the educational needs of disadvantaged people, the plan developed, understanding of the basic philosophy of the program, individualized instruction, the absence of fixed admission time, and innovation. Recommendations were made for: realistic funding by state and local government, increased effort to foster employability of participants, the use of qualified teachers, continual need evaluation, priority for English, dissemination of information on the program philosophy to staff and community, development of better techniques for evaluating students, and the establishment of projects on innovative and experimental instructional practices. (NL)

ED 045 932 AC 008 911

Battistelli, Vince P. Minnis, John R.
Evaluation and Review of Title I, Higher Education Act of 1965, Florida, 1966-70.

Pub Date Aug 70

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Colleges, *Community Service Programs, Federal Aid, *Program Evaluation, *State Programs, Statistical Data, *Universities
Identifiers—Florida, *Higher Education Act of 1965 (Title I)

The review and evaluation of 1966-1970 Community Service programs in Florida dealt with the office of the State Coordinator, the Advisory Committee, and the processes of communication, review, selection, and administration of Title I funds; and referred to projects and all aspects associated with these. Projects were classified into five problem areas but the majority were in Human Resource Development, and major effect was in educational enrichment of senior citizens and educational guidance and programs for women. To achieve maximal participation, emphasis was placed on communication flow between the institution and the community, interest groups, and/or target groups. Over 95% of the directors acknowledged the importance of interagency cooperation; 98% used mass media for dissemination of information. Followup activities were carried out by 75% of the institutions. Thirty-five percent of the projects had an effect on changing the status of the department within the institution, while the remaining 65% indicated no change. Absence of adequate evaluation reports was the major weakness of Title I funded projects. (Listed are projects funded, institutional source, year of funding, and amount given.) (NL)

ED 045 933 AC 008 912

Denny, Elizabeth

The Merchant Apprentices. A Guide to the Training and Administration of Staff in the Distributive Trades.

Pub Date 70

Note—303p.

Available from—William Collins Sons and Company, Ltd., 144 Cathedral Street, Glasgow, c.4, Scotland (63s)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Communication (Thought Transfer), *Distributive Education, Educational Methods, Employment, Fringe Benefits, Instructional Staff, Job Analysis, Job Satisfaction, Laws, *Management Development, *Office Occupations, Programmed Instruction, Program Evaluation, Recruitment, Salaries, *Sales Occupations, Wages

Intended as a guide to staff training and administration in the British distributive trades, this book begins by considering the special managerial needs and problems of retailers. It goes on to discuss job satisfaction and dissatisfaction, job analysis, recruitment and reception of new employees, management development (including the evaluation of training), responsibilities of company training officers, the improvement of communications within firms, planning and administering training for clerical and other personnel, visual and audiovisual aids, preparation of training sessions, use of group discussion and case studies, special features of programmed instruction, the determination of wages and salaries, and the role of fringe benefits, employee services, and amenities. Provisions of the Race Relations Act (1968) and the Industrial Training Act of 1964 are also covered. The document includes an index, 55 chapter references, a directory of trade associations, and appendices on further education and training, programmed materials, and the impact of government policies on retailing. (LY)

ED 045 934 AC 008 916

Planning Models for Group Counseling.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Services.

Pub Date 69

Note—45p.

Available from—Publications Distribution Unit, State Education Building, Albany, N.Y. 12224 (Free to New York State school personnel when ordered through a school administrator)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Students, Changing Attitudes, *Disadvantaged Groups, Discriminatory Attitudes (Social), *Group Counseling, Models, Prevocational Education, Role Perception, Self Evaluation, Social Adjustment, *Social Maturity, *Vocational Counseling, Work Attitudes

This publication provides planning models for counseling with groups of disadvantaged adults; the models are focused on the vocational success of the individual. The trainee is helped to perceive his role realistically and to plan his future

place in society. Self-evaluation and planning for future employment are major themes running through the sessions. Through the sessions the counselor can teach significant items of information regarding work and self. Although this material is especially designed for adult groups preparing to enter the labor force, the techniques may be modified somewhat for use with non-college-bound secondary students. The materials do not constitute a sequential course of study, nor do they encompass all the problems encountered by the disadvantaged worker. Rather they are planning models that counselors will want to adapt to the needs of their own clientele and the local conditions prevailing in their area. (Author/EB)

ED 045 935 AC 008 918

Parsons, Gerald Edward

Needs and Interests of Iowa State University Alumni in Continuing Education.

Pub Date 70

Note—219p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 71-7318, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Adult Education, Age Differences, *College Graduates, College Majors, Doctoral Theses, *Educational Interest, *Educational Needs, Educational Responsibility, General Education, Investigations, *Participation, Program Content, Questionnaires, State Universities
Identifiers—*Iowa

A study was made of a random sample of 934 Iowa State University alumni, who graduated between 1926 and 1965 and lived in Iowa, the purpose being to determine: their feelings of need and commitment to continuing education; their present participation; the content, type, and locations of programs they prefer; and where they think responsibility for the programs lies. A questionnaire was used in addition to alumni office records. There was considerable variation in commitment, but alumni, particularly more recent graduates, felt a need to continue their education in both occupational and nonoccupational areas. They expected the university to make programs available, but other institutions were also sources of education. Alumni from the Colleges of Veterinary Medicine and Home Economics placed a higher value on it and had higher levels of participation, and of expected participation, than those from the Colleges of Engineering and Sciences and Humanities. The topics of community problems and/or action, investments, insurance, and estate planning were more frequently reported than other topics. Except for the older alumni, reunions and alumni club functions did not serve a need. (Author/EB)

ED 045 936 AC 008 919

Chertow, Doris S., Ed.

Evaluation as a Non-Sacred Cow: A "Practical" and "Feasible" Adult Education Improvement Method.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Sep 70

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Community Development, Curriculum, *Curriculum Evaluation, Educational Methods, Evaluation Techniques, Models, *Professional Education, Questionnaires, *Seminars, Textbooks, Typology

An evaluation was made of a pilot three week graduate seminar in community development offered at Syracuse University in 1970 as part of the graduate program in adult education. It also tested Robert Stake's Countenance Model, a typology or framework involving the concepts of adult education program rationale, inputs, transactions in the learning process, and outcomes. As the work progressed, the Stake model was applied. Data were drawn from daily student recorder notes, a summary questionnaire, required term papers, interviews and conversations with students, and such theoretical sources as Mouly's "The Science of Educational Research," Stake's "The Countenance of Educational Evaluation," and an Alan Knox chapter in Shaw's "Administration of Continuing Education." The most successful data collecting instrument was the series of daily notes, designed to

provide practice in "Action Research" and to provide feedback for modifying subsequent presentations. The Stake model proved to be a useful organizing principle, but the questionnaire needs to be refined through continuous use. Explicit statement of teacher expectations, plus some ongoing supervision, seems desirable; and independent verification of goal achievement might be attempted by formal test procedures. (LY)

ED 045 937 AC 008 920

Marshall, Douglas G. Hill, Richard C.

Social Rank, Morale, and Anticipatory Socialization to the Retirement Position.

Wisconsin Univ., Madison. Dept. of Rural Sociology.

Pub Date Aug 68

Note—15p.; Population Note No. 9

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Bibliographies, Educational Background, *Morale, Occupations, *Personal Adjustment, *Research, *Retirement, Role Theory, *Social Status, Statistical Data

Drawing upon role theory, aging is defined as the patterned flow of individuals through a series of positions, roles, role sets, and position sets. From this perspective, the aging process is one of continual adaptation to transitions in social positions and associated role relationships. Data on the retirement transition are used to test and give support to the generalization that processes of anticipatory socialization (previous preparation and adjustment) aid adaptation to social transition. Exploration of the influence of social rank on intensity of socialization experience shows that, the higher the social rank, the higher the anticipatory socialization to retirement. Finally, the theoretical importance of focusing on formal properties which cut across all changes of social position, is emphasized. (Four tables and 22 footnotes are included.) (Author/LY)

ED 045 938 AC 008 921

Marshall, Douglas G. Hill, Richard C.

The Process of Growing Old: A Test of the Disengagement Hypothesis.

Wisconsin Univ., Madison. Dept. of Rural Sociology.

Pub Date Sep 68

Note—14p.; Population Note No. 10

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age, Age Differences, Bibliographies, Educational Background, Income, Males, Occupations, Older Adults, Research, Residential Patterns, *Retirement, *Role Theory, *Social Relations, Socioeconomic Status, Statistical Data

A study among 284 retired men, aged 63 to 99, in three southern Wisconsin communities examined whether aging entails disengagement from social relationships. The correlation between aging and disengagement was analyzed in terms of social class (education, former occupation, present income) for residents of rural, urban, and suburban areas. Except in two cases (persons with nine to 12 years of schooling, and farmers), the hypothesized relationship was confirmed. However, it was not very strong empirically—an indication that variables other than age may be more germane to disengagement among people 65 or older. A theoretical approach to aging is needed which draws on role theory and emphasizes age related transitions in social positions, instead of chronological age as such. (Two tables and 22 footnotes are included.) (LY)

ED 045 939 AC 008 923

Kafka, James J.

Determinants of Residential Adult Education Effectiveness.

Pub Date Dec 70

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Adult Education, *Cognitive Measurement, Conceptual Schemes, Geographic Location, Group Unity, Post Testing, Program Content, *Program Effectiveness, Research, *Residential Programs

Advocates of residential education have isolated three determinants of residential adult education effectiveness: isolation from the outside environment; concentration on content; and group support. This study investigated the independent and collective relationships of different levels of these determinants with cognitive gain

and posttest achievement. Eighty-four subjects in four similar five-day introductory programs and 20 in a seven-day advanced program made up the sample. Five of the six hypotheses which guided the study were rejected, but the advanced program resulted in findings which tend to accept the conceptualization of a residential adult education temporary system. Perception of isolation generally related positively to cognitive achievement; content concentration seemed to be influenced by group support; and group support generally related negatively to cognitive achievement. On the average, achievement was the best predictor of cognitive learning, but group support overrode the positive relationship in the advanced program. The findings indicate functional benefits from use of a temporary system model in residential education studies. They emphasize a vast difference between the theoretical descriptions of residential education and actual program effects. (Author/NL)

ED 045 940

AC 008 927

Edmundson, James Carroll

An Identification of Selected Items Associated with Faculty Job Satisfaction in the North Carolina System of Community Colleges.

Pub Date 69

Note—90p.; Ed.D. Thesis, North Carolina State Univ. at Raleigh, 1969

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-9180, MF \$3.00, Xerography \$4.60)

Document Not Available from EDRS.

Descriptors—Academic Education, Attitudes, College Faculty, Community Colleges, Decision Making, Demography, Doctoral Theses, Educational Planning, Investigations, Job Satisfaction, Teacher Participation, Technical Education, Transfer Programs, Vocational Education, Work Experience

Identifiers—North Carolina

The relationship between job attitudes and items that contribute to them was investigated. Results of the multiple regression analysis of "demographic" items revealed that: (1) male instructors of at least 45 years of age and older, with most of their work experience outside of formal educational jobs, seemed to be more satisfied in community college teaching, and (2) faculty employed in college transfer instruction appeared to be more satisfied than their peers in technical and vocational education. Analysis of "satisfier" items revealed little information as to which were associated with job satisfaction. However, certain of the "dissatisfier" items were found to be associated with job dissatisfaction. Several of the more important dissatisfiers included: no time for study, inadequate salaries, and excessive work load, required daily preparation, and committee work. When analyzed separately, the areas of major job responsibility (vocational, technical, and college transfer) were found to differ in placing emphasis upon "satisfiers" and "dissatisfiers." It was concluded that among many things community college administrators may elect to do is to give instructors the opportunity for cooperative planning and joint decision making. This may lead to greater job satisfaction. (Author/NL)

ED 045 941

AC 008 931

Black, Chester Dunlap

Professional Leadership Behavior: Its Effects and Associated Factors.

Pub Date 69

Note—173p.; Ed.D. Thesis, North Carolina State Univ. at Raleigh, 1969

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-12,820, MF \$4.00, Xerography \$8.00)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Career Opportunities, Decision Making, Doctoral Theses, Extension Agents, Interpersonal Competence, Job Satisfaction, Leadership, Participant Involvement, Perception, Professional Personnel, Questionnaires, Rural Extension, Social Environment, Specialization, Task Performance

Identifiers—Missouri

This study investigated the organizational effects of a facet of administrative leadership termed professional leadership behavior (PLB)—defined as the concern for the improvement of professional staff performance. In addition, selected factors were considered for an association with the respondent's perception of the

leadership phenomenon. Sixty-two County Extension Directors (CED) and 205 staff members provided data through mailed questionnaires. This organizational position (CED) was created by the Missouri Extension Division to provide administrative leadership to the staff's local educational endeavors. It was committed to a philosophy which encouraged specialization and provided opportunities for the development of professionalism. PLB was associated with the organizational effects of job performance and career satisfaction. It was concluded that the PLB can enhance the educational performance of professionally oriented staff and that it contributes to the satisfaction which results from the pursuit of an educational career. Findings indicate that the perception of PLB by staff respondents is augmented by the involvement of the professional in decision making, the CED's use of a high level of interpersonal skills, and a social-support climate composed of mutual respect and open communications. (Author/NL)

ED 045 942

AC 008 943

Stern, Jack

A Plan for Developing an Adult Music Education Program in Charlotte, North Carolina.

Columbia Univ., New York, N.Y.

Pub Date 68

Note—149p.; Ed.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-11,143, MF \$3.00, Xerography \$7.00)

Document Not Available from EDRS.

Descriptors—Adult Education, Community Programs, Doctoral Theses, Educational Opportunities, Evaluation, Facilities, Guidelines, Historical Reviews, Leadership, Music Appreciation, Music Education, Objectives, Program Development, Publicize, Public Libraries, Radio, Television

Identifiers—Charlotte (North Carolina)

This study traces the historical growth and significance of adult education and reviews the historical, educational, and cultural development of Charlotte, North Carolina. The program in adult music education is focused on the following areas: a formal course in general consumer music; informal groups and ensembles; the community chorus; the community band and orchestra; instrumental classes; radio and television activities; and public library activities. The programs presented are general in nature and flexible enough to adapt to changing needs and interests. The potential is unlimited. Although implementation of the program is not a part of the project, guidelines are suggested for the development of leadership, promotion and publicity, financing, facilities, and evaluation. This project was undertaken with the hope that it would develop a greater appreciation for the meaning and value of adult and music education, promote greater lasting participation in musical activities, and increase Charlotte's stature as a musical community. (Author/NL)

ED 045 943

AC 008 944

Brady, Henry Grady, Jr.

A Comparative Analysis of Selected Program Planning Procedures for Adult Educational Activities as Perceived by Adult Educators and Urban Planners in Florida.

Florida State Univ., Tallahassee.

Pub Date 69

Note—123p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-16,319, MF \$4.00, Xerography \$6.00)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Adult Education, Adult Educators, City Planning, Comparative Analysis, Consultants, Doctoral Theses, Investigations, Perception, Program Administration, Program Planning

Identifiers—Florida

A comparative analysis of the importance of selected program planning procedures and related actions for developing, conducting, and evaluating adult educational activities as perceived by adult educators and urban planners was made. The sample comprised 35 adult educators and 35 urban planners from 21 areas in Florida. An instrument listed, in sequential order, 13 program planning procedures selected from the literature of adult education, and listed randomly five implementing action steps. The following conclusions were made: Major differences existed

between the two groups in their perceptions of the importance of (1) the selected program planning procedures in that almost half of the procedures (6 of 13) were rated for each procedure in that more than one-third of the actions (27 of 65) were rated significantly more important by adult educators. A low level of correlations existed between the two groups for a majority of the implementing actions which were rank ordered. (Author/NL)

ED 045 944

AC 008 949

Veri, Clive Chester

The Design of a Doctoral Degree Program in Adult Education Based on the Expressed Adult Education Needs of Professional Practitioners.

Pub Date 68

Note—124p.; Ph.D. Thesis, Univ. of Nebraska, 1968

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-9655, MF \$3.00, Xerography \$6.00)

Document Not Available from EDRS.

Descriptors—Administration, Adult Educators, Core Courses, Doctoral Degrees, Doctoral Theses, Educational Needs, General Education, Professional Personnel, Program Content, Program Design, Questionnaires, Research, Teaching

The purpose of this investigation was to design a program of studies leading to the doctor's degree in adult education based on the expressed educational needs of professional adult educators in the field. The data provided by 90 respondents were analyzed to determine the reliability of, or extent of agreement among, the respondents' ratings of 60 subject-matter areas presented in a questionnaire. The following were among the subject areas recommended for the program of studies: (1) core curriculum (history and philosophy of adult education, designing and evaluating adult education programs, psychology of adult education, sociology of adult education, social change, special problems in adult education); (2) general studies (organization and administration of adult agencies, methods and media in adult education, educational psychology, general survey, cultural change, fundamental research techniques, utilization and evaluation of audio-visual aids, interpreting educational research, social psychology); (3) administration (public relations, personnel administration, internship in adult education, budget development and control in education, public speaking); (4) teaching (contemporary educational trends); and (5) research (statistical methods, research design). (Author/NL)

ED 045 945

AC 008 951

Wilkins, John Grover

Characteristics of Mid-Career Women Enrolled in Programs at the University of Pittsburgh through the Office of Continuing Education for Women from 1964 to 1968.

Pub Date 68

Note—160p.; Ph.D. Thesis, Univ. of Pittsburgh, 1968

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-15,790, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Adult Education, Adult Students, Attendance Patterns, Doctoral Theses, Educational Background, Educational Objectives, Employment Experience, Experimental Programs, Family Relationship, Females, Higher Education, Participant Characteristics, Questionnaires, Student Motivation

Identifiers—Mid Career, Pittsburgh University

This study identified needs, interests, and potential of the mature women enrolled in an experimental program in continuing education for women at Pittsburgh University. One-third of the women had no previous college work while three-fifths had an incomplete undergraduate record. Five percent had completed some previous graduate study and 3% had earned graduate degrees. Seventy-four percent of the 538 women admitted to the program remained active until the end of the fourth year. The fourth quarter included students who completed degree or certification programs as well as the dropouts. The mid-career women expected participation to compensate for their lack of: geographical mobility, recent professional experience, and/or intensive specialization. There was a slight difference between attendance and achievement groups on the

domestic variables. The data indicated that the students had successfully controlled their domestic circumstances and/or had carefully controlled their academic programing. Vocational variables such as classification of job and number of years since employed outside the home, could be used to discriminate between the average and below average performance of women in a continuing education program. The appendixes include the questionnaire, index to the questionnaire variables, and other materials for program evaluation. (Author/NL)

ED 045 946 AC 008 963

Doeringer, Peter B. And Others
Low Income Labor Markets and Urban Manpower Programs: A Critical Assessment.
Harvard Univ., Cambridge, Mass.
Pub Date Mar 69
Note—127p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-192 484, MF \$3.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Age Differences, *Disadvantaged Groups, Educational Background, Employment Patterns, *Employment Programs, Females, Industrial Training, *Job Placement, *Labor Market, Labor Turnover, Males, Models, Occupations, *Program Evaluation, Race, Sub-professionals, Trainees, Urban Areas, Wages

Identifiers—*Boston (Massachusetts)

In the 18-month study of the concentrated employment program in Boston, preliminary analysis indicated that program analysis was not possible without first examining the operation of the low-wage labor market. Accordingly, an exploration was made of the dynamic relationship between manpower programs and the economic and social environment in which they operate. Alternative labor market models were compared. The "queue" theory, which assumes a giant "shapeup" in which employers rank employees by their potential net productivity or desirability, was found to be inadequate. Other theories stressed a dual labor market, in which ghetto workers are largely confined to secondary jobs; decision making (weighing wages versus risk and job stability); or the "two queue model" (hiring followed by the more precise job placement stage). One major finding was that high turnover in ghettos is determined mainly by the quality of employment available to the disadvantaged labor force. Two policy alternatives—improving the quality of less preferred employment, and opening preferred employment to the disadvantaged—were suggested. The latter seems preferable because little is known about upgrading less preferred jobs, and because the training arrangements, supervisory services, and economic conditions associated with preferred employment would probably entail less cost. (LY)

ED 045 947 AC 008 968

Fellowship and Internship Opportunities for Federal Employees.

Office of Education (DHEW), Washington, D.C.
Pub Date [70]

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission Criteria, Educational Objectives, *Educational Opportunities, Federal Government, *Fellowships, Financial Support, Foundation Programs, *Government Employees, *Internship Programs, Program Descriptions, State Programs, Student Application, Universities

The purpose of this booklet is to inform all Federal employees of the fellowship and internship programs that are available in Federal, State, and municipal governments and at various academic institutions which could help them advance professionally. The programs provide a variety of educational experiences, although none are designed to lead to an advanced degree. Information is provided on: title of program, program sponsor, program purpose and description, individual requirements for admission, program compensation (salary, tuition, travel expenses, etc.), and the source for further information. (EB)

ED 045 948 AC 008 969

Hamrick, Wally
Community Services Programs in Non-Urban Community Colleges.

Michigan State Univ., East Lansing.
Report No—RR-1

Pub Date Jun 70

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Characteristics, *Community Colleges, *Community Service Programs, *Educational Opportunities, Program Planning, Research Needs, *Responsibility, *Rural Areas

Identifiers—*Kellogg Community Services Leadership Program

Responsibilities of nonurban community colleges can appropriately embrace such activities and programs as short courses, workshops, seminars, conferences, civic action programs, paraprofessional training, counseling, career retraining, and other community oriented programs. These colleges and the communities they serve have special characteristics—financial, socioeconomic, geographic, and otherwise—which set them apart from urban settings. Steps toward State and Federal financial aid, more effective faculty and student involvement, better coordination and cooperation in program planning, greater attention to needs among the rural poor, wider outreach through extension and other means, new course sequences, and sharing of facilities with the community, deserve consideration. Research is needed on the needs and potential of nonurban communities, the characteristics and situation of administrative personnel and faculty, and related topics. This is the first in a series of reports designed to communicate the results of research and program activities of the Kellogg Community Services Leadership Program. (The document includes six references.) (LY)

ED 045 949 AC 008 993

Adult Education Research Conference (12th, New York City, February 2-5, 1971).

Pub Date Feb 71

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Adult Education, Adult Educators, Adult Learning, Alumni, Attitudes, Community Development, Community Education, Educational Methods, Educational Needs, Management Development, Older Adults, Participation, Program Administration, *Research, Research Methodology, Television, University Extension, Young Adults

Abstracts are presented of 33 research studies in adult education. An account of noncredit adult education program development at the University of Georgia, 1804 to 1968, is followed by summaries of papers in such areas as adult basic education, community development and education, management training and development, adult learning, attitudes and attitude change, the characteristics and situation of adult educators, educational television, research methodology, and educational needs and/or participation in specific groups (older adults, college and university alumni, disadvantaged groups, non-college-bound young adults). Symposium topics and a conference agenda are also presented. (LY)

ED 045 950 AC 008 995

Allen, Lawrence A.

Principles of Program Planning for Training Adults.

Pub Date Feb 69

Note—27p.; Presentation at the Educational Program for Public Library Personnel, University of Kentucky, February 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Characteristics, *Adult Education, *Guidelines, *Professional Training, *Program Planning

Development of effective professional training programs for adults requires: careful, honest analysis of organizational needs and conditions; an overall training approach geared to distinctive adult characteristics; and a logical program planning sequence, normally involving a number of steps. These steps or elements in planning would include analysis of needs, creation of a planning committee, general and specific objectives, facts about one's potential audience, methods and techniques, program design, selection of faculty, audience involvement, instructional materials and aids, budgeting, publicity and promotion, physical facilities, scheduling, supplementary activities, evaluation, and followup. (LY)

ED 045 951

AC 008 996

Bennett, Ralph John

Career Action — A Most Unique and Pragmatic Evening Degree Completion Program Exclusively for Full-Time Employees (Bachelor of Science in Business Administration).

Aquinas Coll., Grand Rapids, Mich.

Pub Date Jan 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bachelors Degrees, *Business Administration, College Credits, College Faculty, Employees, *Evening Classes, Experience, Females, Financial Support, Individual Counseling, Instructional Staff, Minority Groups, *Part Time Students, *Special Degree Programs, Tuition

Identifiers—Aquinas College

Aquinas College in Grand Rapids, Michigan, offers a program toward a bachelor's degree by attending evening classes exclusively. During visits made to personnel directors of firms employing 50 or more persons, complete presentations of the entire program were made. Registration was done by mail. Some students received reimbursement from firms, Veterans' Administration, and foundations. A pay-as-you-learn plan enabled others to attend. The students had a varied educational background. Approximately 8% were members of minority groups; 15% were women. There were four 12-week evening sessions and the students attended once weekly. Data were collected from industrial psychologists, Chambers of Commerce, and professional business associations to provide information for identifying and hiring experts in management and marketing, electronic data processing, auditing, business law, insurance, advertising, and so on. Full time faculty taught theoretically oriented courses. Life experience courses were offered with certain stipulations. Each student was exposed to three types of personalized counseling: embryonic (three-hour meeting prior to admission), "ad hoc" (meeting anytime at student's request), and mandatory (meeting at the middle of each quadmester). (Author/NL)

ED 045 952 AC 010 002

1970 Project Understanding: A Community Education Project on Human Survival.

Wisconsin Univ., Milwaukee.

Pub Date 70

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Community Education, Economic Disadvantage, Economic Factors, *Educational Methods, *Educational Television, Groups, Human Resources, Information Dissemination, Instructional Materials, Opinions, Participant Involvement, *Physical Environment, Political Issues, Pollution, Social Action, Social Factors

The purposes of Project Understanding were to help participants to: obtain accurate information of human survival issues relating to people, poverty, pollution, and politics; think through the implications of these issues and examine their opinions about them; change their own opinions, attitudes, and behavior; and take effective citizen action. An opinionaire was used. The findings indicate that the multi-media method of television, discussion groups, and study materials is effective in changing expressed opinions about social and political issues. Insofar as the opinionaire was an appropriate measure representative of the content and purpose of the program, the research findings demonstrate that Project Understanding accomplished its purpose to a considerable extent. The tests on the null hypotheses designed to ascertain the representativeness of the experimental group were sustained. The hypotheses that the program series would make no difference in opinions on the various subjects covered were rejected. The fact that there was evidence of opinion change only on those items dealt with directly in the programs and not on the miscellaneous statements adds validity to the study. (Evaluation statistics are included.) (NL)

ED 045 953 08 AC 010 011

Persons, Edgar A. And Others

Development and Demonstration of Innovations in Adult Agricultural Education. Final Report.

Minnesota Univ., St. Paul. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0758

Pub Date Dec 70

Grant—OEG-0-8-070758-3319(085)

Note—333p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Adult Farmer Education, Computers, Cost Effectiveness, *Decision Making, Demonstration Projects, Diffusion, Enrollment, Farm Accounts, *Farm Management, Flow Charts, Income, *Innovation, *Recordkeeping, Records (Forms), Research

One of a series of related inquiries, this study focused on computer aided decision making and record keeping in farm management; and on instructional variables in adult agricultural education which affect the reception of agricultural innovations. Phases 1 and 2 of this project entailed use of farm record data in preparing concise summaries and analyses of a farm business, and creation of a system to reduce the time needed by teachers in preparing records for summary and analysis. In the third phase, a least cost formulation was prepared, using a linear programming model to generate economic and other predictions for given lots of feeder beef animals. During a workshop on revision of farm management analysis, vocational agriculture teachers and coordinators outlined changes to be made. Findings of the investigation led to several conclusions: (1) agricultural innovations flow upward as well as downward; (2) similarly, the communication system that affords farmers instructional guidance must operate laterally and from below as well as from the top down; (3) most management decisions rest on some earlier decision and are preparatory to other decisions; (4) deliberate planning is needed to insure the instructional value of decision making in farm business management. (LY)

ED 045 954 24 AC 010 017

Knox, Alan B.

Factors Related to Educative Activity by Non-College Bound Young Adults. Final Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1826

Pub Date Nov 70

Contract—OEC-1-6-061826-0556

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Age Differences, Attitudes, Decision Making, Educational Interest, Family Environment, Interviews, *Learning Motivation, Metropolitan Areas, *Out of School Youth, *Participation, Reading, Research, Role Perception, Rural Areas, Sex Differences, Work Attitudes, *Young Adults

The purpose of the study was to identify personal and social characteristics that were correlated with extent of educative activity by non-college bound young adults. One hundred interviews of seven hours each, were held in a Northeastern metropolitan area and 500 interviews were held in one of three geographic areas, a large Northeastern metropolitan area, a state capital in the Middle West, and a rural area at least 100 miles from the nearest large city. Categories of variables included prior experience, current outlook, current roles, and mode of occupational and educational decision. The group of 100 interviewees were fairly active in educative activities, reading books and magazines, using radio and television, and half participating in adult education during the previous year. Data gathered from the second set of interviews suggested something of the developmental process that was occurring for these young adults (maturing). Many had a more active, curious, engaged life style than the others; they had mostly grown up in an abundant home environment. Those young adults who expressed interest in adult education included both those who had participated during the last year and those who had not. It seems that no one category is sufficient to explain adult education participation by non-college-bound young adults. (EB)

ED 045 955 AC 010 018

Davison, Catherine V.

Training Needs of Instructors in Adult Basic Education Programs in British Columbia.

British Columbia Univ., Vancouver. Dept. of Agricultural Economics.

Pub Date 70

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Learning, Age Groups, Community Involvement, *Educational Needs, *Individual Characteristics, *Instructional Staff, Job Satisfaction, Program Content, Research, Teacher Education, *Teacher Qualifications, Work Attitudes

Identifiers—British Columbia

The purpose of this study was to describe the qualifications of the 46 instructors in adult basic education in British Columbia, to assess their awareness of the adult basic education process, and to inventory their perceived need for training. Data were gathered on socio-economic characteristics of the instructors, job satisfaction, and the importance attached by instructors to certain aspects of the instructional task. The instructors were found to be largely former teachers and to consider this job as a part-time or stop-gap occupation. They are almost evenly distributed by sex, are in the middle age range, and not overly active in community affairs. Responses to an attitude scale suggest that many instructors transfer their previous notions and experience with teaching children and are not aware that adults differ from children in many ways. Although 38 felt they needed further training, only a few were prepared to spend more than a minimum amount of time participating in programs. A sequential series of one-day institutes could be planned with each devoted to a single content area. (The interview schedule and a bibliography are included.) (EB)

AL

ED 045 956

AL 002 065

Knight, Lester Neal

A Comparison of the Effectiveness of Intensive Oral-Aural English Instruction, Intensive Oral-Aural Spanish Instruction, and Non-Oral-Aural Instruction on the Reading Achievement of Spanish-Speaking Second- and Third-Grade Pupils. 1966-67 (Year Three) Findings.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—San Antonio Independent School District, Tex.

Pub Date Aug 69

Note—233p.; Ph. D. Dissertation, University of Texas, Austin, August 1969

Available from—Learning Disabilities Center, University of Texas, Austin, Texas 78705 (\$4.50 plus \$0.19 tax and \$0.50 postage)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Bilingual Education, Bilingual Students, *English (Second Language), *Language Instruction, Measurement Instruments, Program Evaluation, *Reading Achievement, Research Reviews (Publications), *Spanish Speaking, Statistical Analysis, *Teaching Methods

Identifiers—*San Antonio Language Research Project

Through analysis of data collected during the third year of the San Antonio Language Project (1966-67), this study attempts to evaluate the effect of three treatments on reading achievement: intensive oral-aural English instruction (OAE); intensive oral-aural Spanish instruction (OAS); and non-oral-aural instruction (NOA). It involved two sample groups: third graders who had been exposed to the same treatment for three years; and second graders who had had the same treatment for two years. The study design was concerned with treatment main effect (is one treatment generally more effective than other treatments?); with pretest main effect (do children who score high, middle, or low in the fall tend to perform similarly in the spring also?); and with interaction (does the difference between treatments vary according to pretest scores?). Conclusions indicate that children who score high, middle, or low on the pretest almost always score similarly on the posttest, regardless of the sample or test use. The limited number of significant interaction effects indicate that the difference between treatments does not often vary significantly according to pretest scores. Findings do not support the OAS treatment as an effective tool for improving reading achievement for the population under study. Further implementation of this method should perhaps be limited to truly bilingual teachers. (AMM)

ED 045 957

AL 002 309

Wolfram, Walt

Some Illustrative Features of Black English.

Center for Applied Linguistics, Washington, D.C. Sociolinguistics Program.

Pub Date Feb 70

Note—14p.; Paper presented at the Workshop on Language Differences, Coral Gables, Florida, February 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Diachronic Linguistics, Grammar, *Negro Dialects, *Nonstandard Dialects, Pronunciation, Racial Distribution, Regional Dialects, Social Factors, *Standard Spoken Usage

This paper, which deals chiefly with Black English (BE), is an attempt "to exemplify some general principles concerning the nature of non-standard dialects" with the chief goal of demonstrating the legitimacy of such dialects and fostering an attitude of respect towards them. The following points are stressed: (1) BE shares many features with other varieties of English, but is distinct in having a number of pronunciation and grammatical features peculiar to itself. (2) There are intra-dialectal variations among speakers of BE which correlate with social class, age, and degree of racial isolation. (3) Although BE is spoken almost exclusively by Negroes, not all Negroes speak BE, nor do BE speakers use exclusively nonstandard forms; there is a degree of fluctuation between BE and more standard-like forms. (4) BE is a fully formed system in its own right, with its own pronunciation and grammar rules, and is not simply an unworthy approximation of standard English. (5) The distinctiveness of BE can be traced to such factors as the influence of creole languages spoken by early plantation slaves, as well as to the social isolation of the Black community. (FWB)

ED 045 958

AL 002 317

Strevens, Peter

English in African Education: What Kind of English?

Note—8p.; Paper presented at the Biennial Conference of the African Studies Association of the United Kingdom, University of Sussex, England, 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American English, Developing Nations, *Educational Policy, *English (Second Language), *Language Planning, *Language Usage, Pronunciation

Identifiers—*Africa, African English, British English

This paper discusses some of the factors involved in deciding which variety of English to teach in areas of African where English is the language of education. Three main alternatives are recognized: American English, British English, or African English. Until recently, English was taught almost exclusively with British materials, and students were expected to approximate the British accent and to pass British examinations in English. Recent inroads have been made by American English, however, because of the availability of modern teaching and testing materials from American rather than British sources, because of the presence of American teachers in Africa, and because of increased opportunities for African students to pursue a higher education in the United States. Also recognized is African English, here identified as the variety spoken by an emerging elite of African politicians and statesmen "whose own command of English is both internationally intelligible and yet at the same time identifiably African." and the author discusses possibilities for preparing materials for teaching this variety once it has been described in modern linguistic and phonetic terms. The effects of choosing one variety over the other are considered in terms of the differences among them, as well as in terms of social and cultural consequences. (FWB)

ED 045 959

AL 002 500

Hays, Harriet Nutt

From Mouth to Hand: Obstacles in Rendering Verbal Events Faithfully into Standard Orthography. The Classroom Interaction Project Series.

Missouri Univ., Columbia. Center for Research in Social Behavior.

Report No.—TR-CL-40

Pub Date 24 Jul 70

Note—35p.; Paper presented at the Linguistic Society of America Annual Meeting, Columbus, Ohio, July 24, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Experiments, Graphemes, Interaction, Interaction Process Analysis, *Orthographic Symbols, *Phonetic Transcription, Statistical Studies, Tape Recordings, Video Tape Recordings

This paper reports the initial phase of a series of experiments conducted on a large number of videotapes made for the purpose of analyzing public-school classroom interaction. The experiments originally aimed to predict the most reliable, efficient and economic way of producing transcriptions which are sufficiently representative of the verbal events used for empirical research. Results tabulated thus far indicate that, particularly among nonlinguists, but also among linguists, transcriptions of the same event into standard orthography are apt to differ to a significant extent; that some of these differences may not be entirely predictable; and that it takes at least two iterations of post-editing of the transcript to get a reasonable orthographic representation of the event. It also appears that the more complicated the structures involved, whether they be social, semantic or grammatical, the more verifications or post-edits are needed to produce an accurate transcription. The optimum work increment, processor personality, training or sequencing is not yet determinable, but, especially for difficult passages, it is likely that pairs of judges in the final editings, working together with transcript and tape, will be more efficient than single judges left alone with their idiosyncratic prejudices, anticipations, hearing and experience. (Author/AMM)

ED 045 960

AL 002 675

Fraser, Bruce

Non-Standard English.

Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.

Pub Date Apr 70

Note—22p.; Prepared as part of "Information Analysis Planning Report for the Contract Year 1969/70, Final Report"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, Cultural Factors, English, Ethnic Groups, Language Role, *Language Usage, Linguistic Theory, *Negro Dialects, *Nonstandard Dialects, Research Reviews (Publications), *Sociolinguistics, *Ten

The present paper reviews recent research in the area of nonstandard English: the major results to date, the significance of this research for education, and suggestions for further research. The notion of "standard" English resists precise definition; there is not a simple set of linguistic features which can be said to define it. The term "nonstandard" English also lacks a precise definition. There is, however, some intuitive notion about the range of speech habits which identify a speaker of standard English. (George Wallace, Richard Nixon, and H. L. Hunt may be considered speakers of standard English, while Cesar Chavez, Eldridge Cleaver, and Nguyen Cao Ky speak nonstandard dialects, and in some cases, perhaps the standard English dialect as well.) A dialect may be classified from at least four points of view, according to (1) whether the speaker learned English as his first language, or second or third; (2) the region of the U.S. where the language was learned; (3) the cultural composition of the speech community; and (4) the socio-economic status (SES) of the speech community. A dialect may reflect all of these classifying labels. The effect of SES on a speaker's dialect is not absolute presence or absence of certain linguistic features but rather the relative frequency of these features. Speech style is distinguished from social dialect. (AMM)

ED 045 961

AL 002 676

Pena, Albar Antonio

A Comparative Study of Selected Syntactical Structures of the Oral Language Status in Spanish and English of Disadvantaged First-Grade Spanish-Speaking Children.

Texas Univ., Austin.

Spons Agency—Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Aug 67

Note—152p.; Ph.D. dissertation, University of Texas, Austin, August 1967

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bilingual Education, Bilingual Students, Comparative Analysis, *Disadvantaged Youth, *English (Second Language), Grade 1, *Language Development, Oral Expression, Spanish, *Spanish Speaking, Statistical Studies, *Syntax, Teaching Methods

Identifiers—*San Antonio Language Research Project

This study presents an intensive comparative analysis of selected basic sentence patterns and transformations in Spanish and English manifested in the responses of Spanish-speaking disadvantaged children selected to receive instruction in the following groups: (1) Oral-Aural Spanish with special science materials in Spanish; (2) Oral-Aural English with science in English; (3) Non-Oral-Aural in Spanish or English, but the same science materials as OAS and OAE; and (4) Non-Oral-Aural No-Science, which followed regular public school curriculum. To obtain these responses, at the beginning and end of the first grade, the first section of the Language-Cognition Test was given twice, in both Spanish and English. (An ancillary task of the investigation was to field-test the first section of this test.) The hypotheses of this study, designed to test for similarities and differences in the oral language of the four groups, were that (1) there were no significant initial differences between groups, including sex, in pretest scores; and (2) there were no significant differences between group means and function of treatment. In general, these hypotheses were "supported by the results." (AMM)

ED 045 962

AL 002 681

Lecciones de Aymara (Lessons in Aymara).

Instituto de Idiomas Padres de Maryknoll, Cochabamba (Bolivia).

Pub Date 70

Note—635p.; 2vols; Second edition

Available from—Instituto de Idiomas, Padres de Maryknoll, Casilla 550, Cochabamba, Bolivia (\$8.33 two-volume set)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, *Aymara, Contrastive Linguistics, Cultural Context, Glossaries, Grammar, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Phonetic Transcription, Phonology, Spanish Speaking

Identifiers—La Paz

This two-volume audiolingual course in Aymara for Spanish speakers is based on the variety of Aymara spoken in La Paz. The Aymara appears in phonetic transcription; all other material (introduction, directions, notes, and explanations) appear in Spanish. Lesson units in Volume I begin with a dialogue introducing the basic sentence patterns for the unit, followed by exercises and drills to practice the new grammatical structures. Lesson units in Volume II consist of sections on basic sentences, basic text, grammatical structures with exercises and drills, generalizations, and reading selections. A special introductory section presents a brief description of the phonology of Aymara and contrasts the vowels and consonants with Spanish. An Aymara-Spanish glossary concludes each volume. Tapes to accompany the lesson materials are forthcoming. (AMM)

ED 045 963

AL 002 682

Harries, Lyndon

Translating Classical Literature Into Swahili.

Pub Date Mar 70

Note—4p.

Available from—The Secretary, Institute of Swahili Research, P.O. Box 35091, Dar es Salaam, Tanzania (Shs. 12/50)

Journal Cit—Swahili: Journal of the Institute of Swahili Research; v40 n1 p28-31 Mar 1970

Document Not Available from EDRS.

Descriptors—Childrens Books, Cultural Differences, *English Literature, *Swahili, *Translation

Identifiers—*Alice in Wonderland

Translations generally result from two general situations: (1) where translation is the only means of understanding what has been written in another language, and (2) where a translation is an alternative and preferable means of understanding what has been written in a foreign language. In East Africa, so far as translations from English are concerned, both situations exist. People who do not know English can read, for

example, the Swahili translation of Shakespeare's "Julius Caesar" by President Nyerere. Those who do know English take special pleasure in reading the Swahili translation, perhaps comparing the two versions, and appreciating the skill with which the President has used the Swahili language in translating the original. Translation is a two-way process demanding deep knowledge both of the original language and of the language into which it is to be translated. Knowledge of only one of the two languages is not enough. A brief discussion of the problems involved in translating "Alice in Wonderland" into Swahili is presented. (AMM)

ED 045 964

AL 002 683

Der-Houssikian, Haig

The Identity of Nominal, Verbal, and Adjectival Roots in Swahili.

Pub Date Mar 70

Note—5p.

Available from—The Secretary, Institute of Swahili Research, P.O. Box 35091, Dar es Salaam, Tanzania (Shs. 12/50)

Journal Cit—Swahili: Journal of the Institute of Swahili Research; v40 n1 p53-57 Mar 1970

Document Not Available from EDRS.

Descriptors—Adjectives, Classification,

*Morphology (Languages), Nominals, *Swahili,

*Transformation Generative Grammar, Verbs

This article is a discussion, within the context of transformational grammar, of the formal relationships which exist between nominal, verbal, and adjectival roots in Swahili. The presentation is made with special reference to a set of sub-categorizational rules which relate the given lexical categories. (Author/AMM)

ED 045 965

AL 002 688

Holmes, Janet

Sociolinguistics and the Individual.

Pub Date 69

Note—7p.

Journal Cit—Te Reo: Proceedings of the Linguistic Society of New Zealand; v12 p41-47 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anthropology, Behavior Patterns, Bilingualism, *Individual Characteristics, Interaction, Language Planning, Language Role, Social Dialects, *Social Structure, *Sociolinguistics, Sociology, Standard Spoken Usage

Identifiers—*Code Switching

This article reviews certain generatively-based ideas on transactional behavior current in anthropology and discusses their relevance for sociolinguistics. The author finds that whereas sociolinguists tend to ignore such factors as social change and social mobility, anthropologists such as F. Barth ("Models of Social Behavior," 1966) express the concept of an ongoing process of change in social structure, stressing that social structure is subject to modification and that individual human values affect social institutions and are in turn affected by them. The author feels that this model of social structure, although not applied to language by Barth himself, is relevant to sociolinguistics because: (1) language expresses social values and hence any changes in the one must be reflected in the other; (2) language itself provides an interesting parallel to social structure in its own development and modification. The author feels that the linguist should be able to pin-point the development of a language as a result of individual choices, and that the sociolinguist should try to relate changes in social structure to changes in individual cultural values as expressed through speech in social interaction. Individual behavior is thus seen as the proper starting point for sociolinguistic investigation. Suggested applications of the model are presented. (FWB)

ED 045 966

AL 002 690

Fishman, Joshua A. Herasimchuk, Eleanor

The Multiple Prediction of Phonological Variables in a Bilingual Speech Community.

Pub Date Aug 69

Note—10p.

Available from—American Anthropological Association and Affiliated Societies, 1703 New Hampshire Avenue, N.W., Washington, D.C. 20009 (\$5.00 per issue)

Journal Cit—American Anthropologist; v71 n4 p648-657 Aug 1969

Document Not Available from EDRS.

Descriptors—*Bilingualism, Demography, Field Interviews, Interdisciplinary Approach, Interference (Language Learning), Language Styles, *Language Usage, *Phonology, *Prediction, Psycholinguistics, *Puerto Ricans, Sociolinguistics, Spanish, Statistical Analysis, Tape Recordings

Identifiers—New York City

The data analyzed for this report was obtained as part of an interdisciplinary project on the measurement and description of widespread and relatively stable bilingualism in a Puerto Rican neighborhood in the Greater New York City area (Fishman, Cooper, Ma, et al. 1968). The area studied by the team of linguists, psychologists, and sociolinguists included 431 Puerto Ricans living in 90 households. The psycholinguistic interviews and testing sessions were designed to elicit speech data in five different contexts forming a continuum from most formal to most informal. Four demographic factors (sex, age, education, and birthplace) were included. The general hypothesis regarding linguistic variation in Puerto Rican Spanish in this speech community was that it consists of contextual variation primarily and demographic variation only secondarily. Except for regionally related differences, the authors consider their subjects as constituting a single speech community. Their studies found that everyone in the community mastered basic Spanish phonology, even though some respondents could barely converse in Spanish. On the other hand, English proficiency was more varied. A phonological cutoff point could be established to determine English fluency, but fluency in Spanish could not be determined solely by phonological markers. (AMM)

ED 045 967

AL 002 691

Saville, Muriel R. And Others
DINE BIPOLTA SAAD NAAKI YEEYAL'TII
BINAALTSOOS TAALA'IGII. Navajo-English Curriculum Guide, Kindergarten Level.

Texas Univ., Austin. Dept. of Curriculum and Instruction.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.

Pub Date [70]

Note—383p.; Prepublication copy

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Bilingual Education, Bilingualism, Concept Formation, Creative Activities, Cultural Background, *Curriculum Guides, Early Childhood Education, *English (Second Language), Evaluation Techniques, Illustrations, Instructional Materials, *Kindergarten, Language Instruction, *Navaho, Pattern Drills (Language), Second Language Learning, Teaching Guides, Teaching Methods, Teaching Techniques

A successful bilingual kindergarten program has to utilize fully the results of three areas of modern research and development: linguistics, psychology, and education. The preparation and implementation of curricular materials for teaching in Navajo and English to five-year-old Navajo children requires an understanding of at least the following areas: (1) the nature and consequences of bilingualism; (2) the individual, social, cultural and academic characteristics and needs of the Navajo children; (3) the Navajo and English languages; (4) methods for both first and second language instruction which are appropriate for use with young children; and (5) evaluation techniques for teaching methods, materials, and the children's progress. The present Guide is intended to provide additional information in these areas to participating teachers and aides, and to provide them with specific suggestions for teaching in the four curriculum content areas listed above. Sample instructional materials for each area are also included. (Author/AMM)

ED 045 968

AL 002 693

Fishman, Joshua A.
Intellectuals from the Island.

Pub Date Jan 70

Note—16p.

Available from—Mouton & Co., P.O. Box 1132, The Hague, The Netherlands (\$2.75 per issue)
Journal Cit—La Monda Lingvo-Problemo; v2 n4 p1-16 Jan 1970

Document Not Available from EDRS.

Descriptors—Acculturation, Age Differences, American English, Attitudes, *Bilingualism, Cultural Differences, Culture Conflict, Inter-

views, Language Styles, Minority Groups, *Puerto Rican Culture, *Puerto Ricans, *Spanish

Identifiers—*New York City

This article is the result of interviews with 20 members of the Puerto Rican intellectual elite in New York City, including singers, poets, artists, journalists, scholars and organizational leaders. One of the chief purposes of these interviews was to discover in which group of minority group intellectuals the Puerto Ricans can be placed: those who "ideologize (and politicize) the minority culture and its linguistic, literary and festive symbols," or those who attempt to enter as quickly as possible into the mainstream of American culture. Areas covered are: Spanish-English bilingualism; attitudes towards the Spanish spoken in Puerto Rico; sensitivity to varieties and styles of American English; differences between older Puerto Rican intellectuals and younger ones, the question of what is Puerto Rican about a Puerto Rican intellectual, and conflicts between American and Puerto Rican culture. The author finds, among other things, a stable bilingual situation in which each language is fully accepted, a positive feeling with regard to the future of Puerto Ricans and their culture in New York City, and a feeling that Puerto Rican intellectuals are content to stay in New York because it provides "more stimulation, more opportunity, and more freedom than they could find on the island." (FWB)

ED 045 969

AL 002 694

Lindblad, Torsten Levin, Lennart

Teaching Grammar. An Experiment in Applied Psycholinguistics. Assessing Three Different Methods of Teaching Grammatical Structures in English as a Foreign Language.

Gothenburg School of Education (Sweden);

Gothenburg Univ. (Sweden). Dept. of English.

Spons Agency—Swedish National Board of Education, Stockholm.

Report No—GUME-P-4

Pub Date Dec 70

Note—186p.; Appeared as "Research Bulletin No. 6, December 1970" of the Gothenburg School of Education

Available from—Department of Educational Research, Gothenburg School of Education, Övre Husargatan 34, S-413 14 Gothenburg, Sweden

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Contrastive Linguistics, *Educational Experiments, *English (Second Language), *Language Instruction, Language Tests, Pattern Drills (Language), *Psycholinguistics, Research Projects, Statistical Studies, Student Attitudes, *Teaching Methods

Earlier reports from the GUME project (Göteborg, Undervisningsmetod i Engelska-Gothenburg/ Teaching/Methods/English) have shown that different methods of teaching English produce no significant differences in learning effects. In the present study, a direct continuation of earlier ones, modifications in design, teaching strategies, etc., were made in order to increase the probability of detecting true differences between methods, if such existed. Three methods were compared: the Implicit method, the Explicit-English method (Ee), and the Explicit-Swedish method (Es). All three have systematized drills, but Ee and Es feature analysis and explanations as well; in Ee such explanations are given in English, in Es in Swedish. The present study differed from earlier ones in several ways: a new type of explanation was used, the duration of the experiment was prolonged, and the grammatical content was more varied. Main effects were investigated by analysis of covariance and interaction effects by analysis of variance. Individual scores were used as units of analysis, and various measures of progress during the experiment were used in the comparisons. Results agreed with earlier findings that the three different methods do not generate any differences in learning effects. See related document ED 034 172. [Not available in hard copy because of marginal legibility of the original document.] (Author/FWB)

ED 045 970

AL 002 695

Bailey, Charles-James N.

Building Rate Into a Dynamic Theory of Linguistic Description.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Dec 70

Note—71p.

Available from—Author, Department of Linguistics, University of Hawaii, Honolulu, Hawaii 96822

Journal Cit—Working Papers in Linguistics; v2 n9 p161-233 Dec 1970

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Algorithms, *Diachronic Linguistics, *Distinctive Features, *Linguistic Theory, *Phonology, *Sociolinguistics

This study of linguistic change is done within the "dynamic paradigm" of linguistic description, in which the strict dichotomy between diachronic and synchronic linguistics found in "static paradigms" is not maintained. The chief purpose here is to indicate how rate could be built into a linguistic description of sound change, such change being here considered as "represented in the wave-like spread of a given rule as it is borrowed from speaker to speaker." Two principal alterations to which a rule is subject in the process of spreading are considered: (1) it may become more general, i.e., simpler, increased generality resulting from the loss of environmental specifications for the operations of the rule; the fact that the rule operates in one environment earlier than in others can be viewed as a difference in the relative rate of the rule with respect to the different environments; 2) reweighting, where changes in the weight of features (in terms of markedness) influence rate of change. The first part of this paper presents the principles on which the study is based, formalizes the notion of rate, and presents evidence for reweighting. The second part considers linguistic and sociolinguistic algorithms for sound change. The final section deals briefly with the effects of overlapping waves of change from different origins. [Not available in hard copy due to marginal legibility of original.] (FWB)

ED 045 971

AL 002 696

Wolfram, Walt Whiteman, Marcia

The Role of Dialect Interference in Composition.

Center for Applied Linguistics, Washington, D.C. Sociolinguistics Program.

Pub Date Jan 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), Grammar, High School Students, *Interference (Language Learning), Language Styles, *Negro Dialects, *Negro Students, Phonology, Standard Spoken Usage, *Teacher Role, *Writing Skills

Identifiers—*Dialect Interference

Despite the recent focus on the role of dialect differences in creating learning difficulties for speakers of nonstandard dialects of English, research has tended to concentrate on difficulties related to speaking and reading, while ignoring those involved in teaching writing to these students. This paper attempts to meet the need for such studies by dealing with the role of "dialect interference" in the writing of speakers of one nonstandard dialect, Black English, here defined as the dialect "typically spoken by lower socioeconomic class Blacks and distinguished from other nonstandard dialects by a number of pronunciation and grammar features." The paper first discusses the notion of dialect interference and how it can be applied to writing and then reports a study conducted by the authors using as their data compositions written by tenth-grade speakers of Black English. These compositions are examined in the light of certain established facts about Black English (both phonological and grammatical) to ascertain the extent to which dialect interference can be used to explain certain phenomena found in the students' writing. The authors conclude that dialect interference does indeed play a role in the writing of Black English speakers and discuss the implications of this conclusion for the composition teacher. (FWB)

ED 045 972

AL 002 697

Bidwell, Charles E.

Outline of Belorussian Morphology.

Pittsburgh Univ., Pa. University Center for International Studies.

Pub Date Nov 70

Note—59p.; Revised edition

Available from—University Center for International Studies, 224 Social Science Building, University of Pittsburgh, Pittsburgh, Penna. 15213 (\$1.00)

Document Not Available from EDRS.

Descriptors—Adjectives, *Bielorussian, Descriptive Linguistics, *Morphology (Languages), Morphophonemics, Nominals, Numbers, Phonology, Pronouns, *Structural Analysis, Suprasegmentals, Verbs, Writing

This work, a revised version of the author's original "outline of Bielorrussian Morphology" (1967), is intended as a contribution to a structurally oriented grammar of Bielorrussian in English. It is based on published grammars and handbooks. Opening sections of this outline deal with phonology and morphophonemic alternations, followed by sections on the noun, the adjective, pronouns, numerals, and the verb. (FWB)

ED 045 973 AL 002 698

Bidwell, Charles E.

The Slavic Languages—Their External History. (Second Edition).

Pittsburgh Univ., Pa. University Center for International Studies.

Pub Date Sep 70

Note—43p.

Available from—University Center for International Studies, 224 Social Sciences Building, Univ. of Pittsburgh, Pittsburgh, Penna. 15213 (\$1.00)

Document Not Available from EDRS.

Descriptors—Bielorussian, Bulgarian, *Cultural Factors, Czech, *Diachronic Linguistics, Official Languages, Polish, Russian, Serbocroatian, *Slavic Languages, Slovenian, *Standard Spoken Usage, Ukrainian, Written Language

Identifiers—Slovak

This work is intended to provide, in a brief and concise form, for students and other nonspecialists, information on the external history of the principal Slavic languages, i.e., the historical circumstances which affected their utilization in various communicative functions (e.g., as vernacular, official language, literary language, etc.). Introduction and modification of writing systems is considered part of the external history, as are foreign cultural influences which led to modification of the lexicon through borrowing, while the evolution of the linguistic structures themselves (in terms of their phonology, morphology, and syntax) is considered to constitute the internal history of the language and is therefore not treated here. Since the emphasis here is on those languages which have attained a standard form and currently serve a large number of speakers as a national language, such languages as Sorbian and Church Slavonic are given only very brief treatment. (Author/FWB)

ED 045 974 48 AL 002 699

Chen, Leo

Foochow-English/English-Foochow Glossary.

Frederick Burk Foundation for Education, San Francisco, Calif.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-7-8012

Pub Date [71]

Contract—OEC-4-7-078012-2489

Note—625p.

Available from—Asian Language Publication, Inc., 1855 14th Ave., San Francisco, California

Document Not Available from EDRS.

Descriptors—*Dictionaries, *Foochow, Form Classes (Languages), Language Usage, *Phonology, Tone Languages

The Foochow-English section of the present dictionary lists the Foochow entries in romanized form followed by their Chinese characters and English glosses. The English entries in the English-Foochow section are followed by a notation indicating form class. Foochow gloss in romanized form and Chinese characters, and examples of usage. An introductory section briefly describes the sound system of Foochow. For a more complete phonological description, the reader is referred to "An Introduction to the Foochow Dialect," by Chen and Norman. (AMM)

ED 045 975 AL 002 700

McNeill, David

The Acquisition of Language: The Study of Developmental Psycholinguistics.

Pub Date 70

Note—183p.

Available from—Harper & Row, Publishers, Inc., 49 East 33rd Street, New York, N.Y. 10016

Document Not Available from EDRS.

Descriptors—*Child Language, *Language Universals, Perceptual Development, Phonology, *Psycholinguistics, Semantics, *Sentences, Syntax, *Transformation Generative Grammar, Transformations (Language)

The theme of this book is the concept of a sentence and the role which it plays in child language acquisition. The author argues that the concept of a sentence is innately available to children and is the "main guiding principle in a child's attempt to organize and interpret the linguistic evidence that fluent speakers make available to him." Initial chapters summarize the arguments around which the book is organized and discuss methodological problems. Chapter 3 describes the structures that appear in child speech and argues that they suggest biological preparation. Chapter 4 places child language in the context of animal communication and considers the evolution of linguistic capacity. Chapter 5, containing the major theoretical arguments of the book, explains the facts of development presented in Chapter 3 and can be regarded as a further description, in linguistic and psychological terms, of the biological specialization discussed in Chapter 4. Chapter 6, on transformations, extends this argument from the universal to the idiosyncratic aspects of language. Chapter 7 then briefly discusses the role of language experience in the acquisition of transformations. Chapter 8 treats topics connected with semantic development, and the final chapter treats sound development. An appendix contains an introduction to the main ideas of transformational generative grammar. (Author/FWB)

ED 045 976 AL 002 701

Nussbaum, Loren V. And Others

Understanding and Speaking siSwati.

Center for Applied Linguistics, Washington, D.C. Spons Agency—Peace Corps (Dept. of State), Washington, D.C.

Pub Date Aug 69

Note—449p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Audiolingual Methods, *Conversational Language Courses, Cultural Context, Glossaries, *Instructional Materials, *Language Instruction, Pattern Drills (Language), *SiSwati, Teaching Methods, Teaching Techniques, Tone Languages

The present volume comprises an introductory course to spoken siSwati, an African language of the Niger-Congo group, also referred to as Swazi. The materials have two principle components, "Understanding siSwati" and "Speaking siSwati," each consisting of a series of "Cycles." The purpose of the U.S. component is to give the student an opportunity to understand the language before attempting to speak it; the S.S. component has the more conventional goal of teaching the student to speak the language by requiring him to mimic several related sentences and then to use them in a brief conversation. No direct effort is made to teach the reading or writing of siSwati in this volume. An explanation of the methodology and suggestions to the teacher for presenting the materials are provided in the introduction. Appended are listings of special usages and forms, and a siSwati-English vocabulary. (AMM)

ED 045 977 AL 002 702

Dunstan, Elizabeth, Ed.

Twelve Nigerian Languages. A Handbook on Their Sound Systems for Teachers of English.

Pub Date 69

Note—185p.

Available from—Longmans, Green & Co., 48 Grosvenor Street, London W.1, England

Document Not Available from EDRS.

Descriptors—*African Languages, Consonants, *Contrastive Linguistics, *English (Second Language), Fulani, Hausa, Igbo, Interference (Language Learning), Intonation, *Language Instruction, Phonemes, Phonetic Transcription, *Pronunciation Instruction, Syllables, Tone Languages, Vowels, Yoruba

Identifiers—Efik, Etsako, Ijo, Isoko, Itsekiri, *Nigerian Languages, Nupe, Tiv, Urhobo

This book sets out the sound systems of twelve Nigerian languages and English (both British and American) in order to give teachers a better understanding of why students who are speakers of these languages have difficulty in certain areas of English pronunciation. The Nigerian languages are: Efik, Etsako, Fulani, Hausa, Igbo, Ijo, Isoko, Itsekiri, Nupe, Tiv, Urhobo, and Yoruba. Each lan-

guage description is arranged in the same way in order to enable the teacher to compare whichever language or language he is interested in with English as regards the features covered. Four aspects of each language are described: consonants, vowels, syllable structure, and tonal or intonation structure. Following this, an account is given of the major difficulties a student speaking that particular Nigerian language is likely to have in learning the English sound system. Finally, a list of publications about the language is given. Technical terminology is kept to a minimum, and a glossary is provided for those technical terms which are used. (FWB)

ED 045 978 AL 002 703

Whiteley, W. H., Ed.

Language Use and Social Change. Problems of Multilingualism with Special Reference to Eastern Africa.

Spons Agency—International African Inst., London (England).

Pub Date 71

Note—406p.; Studies presented and discussed at the Ninth International African Seminar at University College, Dar es Salaam, December 1968

Available from—Oxford University Press, 16-00 Pollitt Drive, Fair Lawn, N. J. 17410 (\$11.00)

Document Not Available from EDRS.

Descriptors—African Languages, Biculturalism, Bilingualism, Communication Problems, Cultural Pluralism, Developing Nations, Educational Policy, English, Ganda, Language Instruction, *Language Planning, *Language Role, Language Usage, *Multilingualism, Psycholinguistics, *Social Change, *Sociolinguistics, Swahili, Wolof

Identifiers—*Eastern Africa

This book contains 22 studies relating to the social implications of multilingualism in Eastern Africa. The first section, "General and Theoretical Studies," contains papers on national languages and languages of wider communication in developing nations; the communication roles of languages in multilingual societies; the social and cognitive aspects of bilingualism; the study of restricted codes in sociolinguistics; and the interrelationships and utility of alternative measures of bilingualism. The second section, "Empirical Studies Within Africa," contains studies relevant to several larger themes: the objectives and effects of national language policies; language policies in education; language modernization; language use in the urban milieu; and multilingualism and multiculturalism. They are seen as contributions to a fuller understanding of a number of practical and often urgent questions, such as the language policies of Uganda and Tanzania; the differing and changing roles of English and Swahili; the problems of education in a foreign language; the use of broadcasting in the adaptation of a language for modern uses; methods for language elaboration as illustrated by work on basic Wolof; and the study of loan words as exemplified in Luganda. Among the contributors are scholars such as Joshua Fishman, John J. Gumperz, C.A. Ferguson, Wallace E. Lambert, and David Parkins. (Author/FWB)

ED 045 979 AL 002 704

Kelly, L. G., Ed.

Description and Measurement of Bilingualism: An International Seminar. University of Moncton, June 6-14, 1967.

Canadian National Commission for UNESCO, Ottawa, (Ontario).

Pub Date 69

Note—442p.

Available from—University of Toronto Press, St. George Campus, University of Toronto, Toronto 181, Canada

Document Not Available from EDRS.

Descriptors—Behavior Patterns, Bibliographies, *Bilingualism, English, French, Group Behavior, *Interdisciplinary Approach, Interference (Language Learning), *Language Proficiency, *Measurement, Psycholinguistics, Seminars

This book contains papers and commentaries thereon from the International Seminar on the Description and Measurement of Bilingualism, which was attended by linguists, psychologists and sociologists representative of a wide range of scientific and intellectual insights. Topics covered are: (1) How and when do persons become bilingual? (2) How can one measure the extent of a

person's bilingual proficiency? (3) How can we measure the effects which one language may have on the other in the speech of bilinguals? (4) How can we measure the roles which a bilingual's languages play in his everyday behavior? (5) How can we describe and measure the behavior of bilingual groups? (6) How can we describe and measure the incidence and distribution of bilingualism? Individual sections contain bibliographies pertinent to the topic covered in the section. Titles of section headings and prefatory and concluding materials are given in both French and English, but the greater part of the text is exclusively in English. (Author/FWB)

ED 045 980

AL 002 706

Slager, William R., Ed. Madsen, Betty M., Ed. *English for American Indians.*

Utah Univ., Salt Lake City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 70

Note—96p.; A Newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indian Languages, *American Indians, Annotated Bibliographies, *Bilingual Education, Bilingual Students, *Child Language, Dialect Studies, Disadvantaged Youth, Instructional Materials, *Language Instruction, Navaho, Second Language Learning, Spanish Speaking

Identifiers—Shoshoni

The present issue of "English for American Indians" follows the format and approach of the Spring 1970 issue. (See ED 040 396.) In the lead article, Evelyn Hatch surveys some of the research in first language acquisition and points out its implications for second language teaching. Her main thesis is that with the best of intentions, teachers often insist that children in English-as-a-second-language classes achieve a mastery of certain structures that is beyond the mastery achieved by "advantaged" middle class children who speak English natively. Following her article, she reviews three new books on child language. Bilingualism is the subject of most of the items included in "Information Exchange," which describes important surveys of the field, discusses the need for bilingual programs and presents a definition of their structure, and reports on individual programs for American Indian children. A special section of "Information Exchange" deals with the American Indian languages themselves, with maps, lists of the most widely spoken Indian languages and Summer Institute of Linguistics linguists working on them, and a brief report of a study of social factors involved in Shoshoni dialect variation. Two sets of materials are worked on: the CITE materials for Navajo children, and the Michigan Migrant Workers Council materials for Spanish-speaking children. (AMM)

ED 045 981

AL 002 707

Liles, Bruce L.

An Introductory Transformational Grammar.

Pub Date 71

Note—167p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632

Document Not Available from EDRS.

Descriptors—English, Instructional Materials, *Linguistic Theory, *Phonology, Sentences, *Syntax, *Transformational Generative Grammar, Transformations (Language)

The present volume is directed toward the reader wanting to begin a study of linguistics but who is "overwhelmed by the amount of material available, much of it too technical for him to understand." The author has attempted to provide both theory and applications and has limited the scope to English transformational grammar. Exercises at the end of each chapter allow the reader to work with the material discussed and to use the techniques he has learned. Chapters in Part I, Phrase Structure, deal with traditional, structural, and transformational grammars; sentence structure; the auxiliary; and lexical features. Chapters in Parts 2 and 3 deal with transformations—negative, question, passive; transformational processes; principles of transformational grammar; compounding, deletion, and pro forms; relative constructions; and sentences as noun phrases. Part 4, Phonology, includes chapters on transcription; phonological features; syntax and stress;

stress and pitch; and phonological rules. A bibliography and index conclude the volume. (AMM)

ED 045 982

AL 002 708

Anderson, Susan, Ed.

Language Research Reports, No. 2.

Language Research Foundation, Cambridge, Mass.

Pub Date Sep 70

Note—108p.

Available from—Language Research Foundation, 131 Mt. Auburn Street, Cambridge, Massachusetts 02138

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, *English (Second Language), *Language Research, *Linguistic Theory, Second Language Learning, Sociolinguistics, Syntax, Transformational Generative Grammar, Verbs

The notes and articles in the present compilation constitute, for the most part, reports of work in progress by the Language Research Foundation staff, and are circulated to interested scholars for the purpose of inviting comments, criticism, and suggestions. Contents include: (1) "The Export of TESOL: Are Audio-lingual Techniques Universally Appropriate?" by Wayne O'Neil; (2) "The Influence of a Social Setting on Second Language Learning," by Heidi C. Dulay and Helene Pepe; (3) "A Hierarchy of Errors for the 'Repair Manual of English,'" by M. Kim Burt and Carol Kiparsky; (4) "Word Order," by Burt and Kiparsky; (5) "How to Get 'Even,'" by Stephen R. Anderson; (6) "Prepositions and Adverbial Particles," by L. A. Hill, Oxford University Press, London, 1968, reviewed by Bruce Fraser; and (7) "Non-Mindchanging Verbs," by Fraser. (AMM)

ED 045 983

AL 002 709

Hymes, Dell H., Ed. Bittle, William E., Ed.

Studies in Southwestern Ethnolinguistics: Meaning and History in the Languages of the American Southwest.

Pub Date 67

Note—464p.; Studies in General Anthropology, III.

Available from—Humanities Press, Inc., 303 Park Avenue South, New York, N.Y. 10010

Document Not Available from EDRS.

Descriptors—Acculturation, *American Indian Culture, *American Indian Languages, Classification, Contrastive Linguistics, Cultural Background, Diachronic Linguistics, *Ethnic Studies, *Ethnology, History, Psycholinguistics, Semantics

Identifiers—*Ethnolinguistics

The present festschrift honoring Harry Hoijer is prefaced by the editor, Dell Hymes, and introduced by Stanley Newman. Papers are grouped according to the following content areas and authors: (1) "Meaning in Cultural Forms": D.F. Aberle, F. Eggan, R.A. Black, and D.L. Olmsted; (2) "Meaning in Lexical Systems": S. Ervin-Tripp, H. Landau, O. Werner, H.B. Casagrande, and K. Hale; (3) "Meaning in Grammatical Categories": M. Mathiot, W.H. Jacobsen, Jr., and D. Hymes; (4) "History in Classifications": M. Swadesh, M.R. Haas, and R.C. Troike; (5) "History in Histories and Reconstructions": G.L. Trager, W. Bright, J. Hill, W. Winter, and A.K. Romney; (6) "History in Acculturation and Area": E.P. Dozier, C.F. and F.M. Voegelin, and N.W. Schutz, Jr. Appended are a bibliography of the Southwest Project in Comparative Psycholinguistics; indexes of language and peoples, persons, and participants in this volume; and maps of the Indians of the area and aboriginal ethnolinguistic groups. Languages treated include Navaho, Hopi, Tequistlatec, Papago, Hokan-Coahuiltecan, Tonkawa, Tanoa, Cupeno, Paipai, and Yuman. (AMM)

ED 045 984

AL 002 710

Gowda, K. Kushalappa

Gowda Kannada. Annamalai University Department of Linguistics Publication No. 20.

Annamalai Univ., Annamalai Nagar, Tamilnadu (India).

Pub Date Mar 70

Note—215p.

Available from—Department of Linguistics, Annamalai University, Annamalai Nagar, India

Document Not Available from EDRS.

Descriptors—Contrastive Linguistics, *Descriptive Linguistics, *Dialect Studies, *Kannada,

Morphology (Languages), Morphophonemics, Nonstandard Dialects, Phonology

This monograph on Gowda Kannada presents a description of the phonology, morphophonemics, nouns, pronouns, adjectives and adverbs, interjections, noun derivations, verbs, clitics, and verb stem alternants. The author, in the Introduction and throughout the work, has pointed out some of the important differences between this dialect of Kannada and the standard dialect used in schools and other official capacities. A 1,874-item listing of Standard Kannada/Gowda Kannada words with their English glosses is appended. (AMM)

ED 045 985

AL 002 711

Varma, G. Srinivasa

Vaagri Boli, an Indo-Aryan Language. Annamalai University Department of Linguistics Publication No. 21.

Annamalai Univ., Annamalai Nagar, Tamilnadu (India).

Pub Date Mar 70

Note—300p.

Available from—Department of Linguistics, Annamalai University, Annamalai Nagar, India

Document Not Available from EDRS.

Descriptors—Cultural Background, *Descriptive Linguistics, *Dialect Studies, Indo European Languages, Morphology (Languages), Morphophonemics, Nonstandard Dialects, Phonology, Syntax, Transformational Generative Grammar, *Unwritten Language

Identifiers—*Indic Languages, Vaagri Boli

The present study of Vaagri Boli is the first attempt to record this spoken language "systematically." The author defines Vaagri Boli, the language of the migratory Narikkorvas/Kuruvikarans in Tamil Nadu, as a member of an inner subgroup of Indo Aryan languages. Following a brief description of the cultural characteristics of the speakers, chapters treat phonemics, morphophonemics, form classes, and syntax. A 2,436-item Vaagri Boli-English dictionary, an English index, and a bibliography are appended. All Vaagri Boli material appears in phonemic transcription. (AMM)

ED 045 986

AL 002 712

Gregores, Emma Suarez, Jorge A.

A Description of Colloquial Guarani. Janua Linguarum. Series Practica, XXVII.

Pub Date 67

Note—247p.; Modified version of the authors' joint doctoral thesis presented at Cornell University, 1961

Available from—Mouton & Co., Publishers, The Hague, The Netherlands

Document Not Available from EDRS.

Descriptors—*Grammar, *Guarani, Language Styles, Morphology (Languages), *Morphophonemics, Phonemes, *Phonology, Sentences, *Structural Analysis, Suprasegmentals, Syllables, Syntax, Word Lists

The purpose of this book is to describe the phonological and grammatical structures of modern Guarani, as it is spoken today in Asuncion and neighboring regions of Paraguay. An introductory section considers the linguistic classification of Guarani, gives some background on its speakers, and discusses the sources used for this study. Part I, "Phonology," establishes the phonologic components and contains sections on the syllable, the accentual system, the intonational system, and the phonemes of Guarani. Part II deals with the morphophonemics of the languages, and Part III, "Grammar," contains detailed treatments of morphology, parts of speech, non-predicative constructions, clauses, and sentences. Texts illustrating different varieties of Guarani are also included. A Guarani-English vocabulary concludes the volume. (FWB)

ED 045 987

AL 002 713

von Humboldt, Wilhelm

Linguistic Variability and Intellectual Development. Miami Linguistics Series No. 9.

Pub Date 71

Note—296p.; Originally published 1836 by the Royal Academy of Sciences of Berlin, "Über die Verschiedenheit des menschlichen Sprachbaues und ihren Einfluss auf die geistige Entwicklung des Menschengeschlechts"

Available from—University of Miami Press, Coral Gables, Florida 33124

Document Not Available from EDRS.

Descriptors—Diachronic Linguistics, *Ethnic Studies, *Intellectual Development, *Language Development, *Languages, *Linguistics, Morphology (Languages), Phonology, Structural Linguistics, Translation

Although this edition of Wilhelm von Humboldt's "Linguistic Variability and Intellectual Development" is based entirely on the original German edition, the translators (George C. Buck and Frithjof A. Raven) and the publisher have attempted to clarify certain aspects of this work for the modern-day reader. These features include the addition of numerous translator's notes, initials for every individual mentioned in the text or notes, and a compilation of all works cited in the notes by von Humboldt and the translators. The theme of this work is the "observation of the connection between linguistic variation and the distribution of tribes on the one hand, and the production of human intellectual power on the other, as a relationship developing progressively in varying degree and in new configurations... insofar as these two phenomena are capable of clarifying each other." (AMM)

ED 045 988 AL 002 714

Elbert, Samuel H., Comp. Mahoe, Noelani,

Comp.

Na Mele o Hawai'i Nei; 101 Hawaiian Songs.

Pub Date 70

Note—110p.

Available from—University of Hawaii Press, Honolulu, Hawaii 96814

Document Not Available from EDRS.

Descriptors—Cultural Background, English,

*Folk Culture, *Hawaiian, Language Patterns,

*Singing, Structural Analysis, Translation, Ver-

sification

Identifiers—*Songs

The songs in this collection of Hawaiian traditional and Christmas songs are postmissionary and owe their musical origin to missionary hymns dating from the mid-1850's to 1968. Nearly all are sung often today and are well known to Hawaiian singers. Many have not been translated before. Each song appears in Hawaiian and English, prefaced by brief notes on the cultural, historical, and linguistic points of interest. An introductory section explains the selection, classification, and arrangement; discusses the composers, the structure of the Hawaiian language and the poetic style, symbolism, and other aspects of the folk literature; and provides a general background for an appreciation of the work. A reference listing and composers index are included. (AMM)

ED 045 989 AL 002 715

Yamamoto, Kengo

A Classified Dictionary of Spoken Manchu, with Manchu, English and Japanese Indexes.

Tokyo Univ. of Foreign Studies (Japan). Inst. for the Study of Languages and Cultures of Asia and Africa.

Pub Date 69

Note—234p.

Available from—Institute for the Study of Languages and Cultures of Asia and Africa, Tokyo Univ. of Foreign Studies, 4-51-21 Nishigahara, Kita-ku, Tokyo

Document Not Available from EDRS.

Descriptors—*Dictionaries, English, Indexes (Locators), Instructional Materials, Japanese, *Manchu, Phonemic Alphabets, *Phonology, Writing

The present dictionary of spoken Manchu has been prepared especially for the reader of Japanese, with prefatory remarks by the author and a detailed description of Manchu phonology presented in Japanese. The 3,061 entries contained in the main section are grouped according to semantic categories and appear first in Manchu, in both phonemic and phonetic transcription, followed by glosses in Japanese and English. Variations in form, examples of usage, and cross-referencing for some entries are also provided. The volume concludes with separate Manchu, English, and Japanese indexes to words listed in the main section. (AMM)

ED 045 990 AL 002 716

Anshen, Frank

Creoles and Copulas.

Pub Date 2 Nov 70

Note—9p.; Paper delivered at the Creole Symposium at the Fall meeting of the American Anthropological Association, San Diego, California, November 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contrastive Linguistics, *Creoles, *English, Hebrew, *Negro Dialects, Phonology, *Standard Spoken Usage, Verbs

In his article "Contraction, Deletion, and Inherent Variability of the English Copula" ("Language," 1969, William Labov asserts that the affinities of Black English (BE) with Standard English (SE) are evidenced by the fact that BE copula deletion occurs in those positions where SE copula contraction may occur. This paper examines the conclusions reached by other scholars that BE's affinities are more with Creole languages than with SE, and considers the copula in several Creoles (West African Pidgin, Gullah, and Haitian Creole) in order to determine the extent to which copula absence can be taken as evidence of the Creole nature of BE. The author finds evidence to support both sides of the argument, nor does he find the two positions incompatible. He concludes, however, after an examination of Hebrew, a copula-less language unrelated to the other languages in question, that the copula positions examined by Labov (past tense, clause final, and following a verb or auxiliary) "have some sort of inter-language importance to copulas in that funny things happen in these positions," and sees this fact as limiting the extent to which comparative studies of the copula in Creole languages can support or weaken either side of the argument. (FWB)

ED 045 991 AL 002 717

Greenberg, Joseph H. And Others

Linguistics in the 1970's.

Center for Applied Linguistics, Washington, D.C.

Pub Date [71]

Note—78p.; Prepublication edition of papers delivered at a briefing at the Smithsonian Institution, November 12, 1970

Available from—Publications Department, Center for Applied Linguistics, 1717 Massachusetts Ave., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Applied Linguistics, Child Language, Diachronic Linguistics, Language Instruction, *Language Research, Language Role, *Linguistics, *Linguistic Theory, Phonology, Second Language Learning, *Sociolinguistics, Suprasegmentals, Transformation Generative Grammar

This volume is a prepublication edition of four papers presented at a briefing held for representatives of government agencies, foundations and other organizations, November 12, 1970 at the National Museum of History and Technology of the Smithsonian Institution. "Linguistics as a Pilot Science," by Joseph H. Greenberg, examines the impact which developments in linguistics have and are still having on developments in other fields of science such as psychology and anthropology. "Applied Linguistics in a Broad Context," by Norman A. McQuown considers problems of language in conjunction with those of culture and social relations as they relate to communicative activity in a world-wide context. In "Frontiers of Linguistic Theory" Morris Halle uses a discussion of the placement of stress in English words as the basis for certain speculations about the role of innate capacities in the child's acquisition of language. Finally, William Labov's paper "The Place of Linguistic Research in American Society" emphasizes the theme "that the most important applications of linguistic method in education do not lie in the area of grammatical research but rather in the formal study of verbal interaction and the value systems inherent in this behavior" and therefore urges that linguistics deal more with everyday speech. (FWB)

ED 045 992 AL 002 718

Wachal, Robert S. Spreen, Otfried

A Computer-Aided Investigation of Linguistic Performance: Normal and Pathological Language.

Iowa Univ., Iowa City. Dept. of Mathematics.

Spons Agency—Office of Naval Research,

Washington, D.C.

Pub Date Jul 70

Note—22p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-714 144, MF \$0.95, HC \$3.00, prepayment requested)

Document Not Available from EDRS.

Descriptors—*Aphasia, *Computational Linguistics, Grammar, Language Styles, *Linguistic Performance, Paralinguistics, Program-

ing Languages, Psychiatry, *Psycholinguistics, *Speech Pathology, Statistical Analysis

A system of 20 Fortran and PL/I programs, developed for an analysis of aphasic and normal speech transcripts, is described in detail. The programs aid in lexical, grammatical, paralinguistic and statistical analyses, as well as in data preparation and correction. They can also be used in schizophrenic and other kinds of pathological language and are adaptable to the analysis of written-language samples and the investigation of authorship and style. (Author/FWB)

ED 045 993 AL 002 720

Mundie, C. W. K.

A Critique of Linguistic Philosophy.

Pub Date 70

Note—279p.

Available from—Oxford University Press, Inc., 1600 Politt Drive, Fair Lawn, New Jersey 07410 (\$8.00)

Document Not Available from EDRS.

Descriptors—Diachronic Linguistics, Fundamental Concepts, Grammar, *Linguistics, *Linguistic Theory, Logic, *Philosophy, Semantics Identifiers—Wittgenstein (Ludwig)

The author's main purposes in this work are "to exhibit linguistic philosophy as an aberration, to show that its practitioners have often done very badly what they claim to be doing, and to advocate the return to the non-linguistic tasks which philosophers had been tackling for 2,500 years." The first half of the volume is concerned with linguistic philosophy in its diverse forms; the second half with discussions of Ludwig Wittgenstein, the instigator of the revolution in philosophy. In conclusion, the author states that what needs to be done is to show in some detail that there are "important philosophical problems which are not about words, not generated by misuse of ordinary language, and not soluble by the method recommended by Wittgenstein." (AMM)

ED 045 994 AL 002 721

Waterman, John T.

Perspectives in Linguistics.

Pub Date 70

Note—119p.; Second edition.

Available from—University of Chicago Press, Chicago, Illinois 60637 (\$7.00)

Document Not Available from EDRS.

Descriptors—*Descriptive Linguistics, *Diachronic Linguistics, *History, Language Universals, *Linguistics, *Linguistic Theory

Intended for the student of linguistics or the structural grammarian, who must develop an awareness of their intellectual heritage, the present work surveys the study of language in ancient times, the medieval and early modern periods, the nineteenth century, and the twentieth century to 1950. (This second edition includes additional material on the linguistic theories of Noam Chomsky and J. R. Firth.) A selected bibliography and an author/subject index conclude the volume. (AMM)

ED 045 995 AL 002 723

Jou, Bienming

Organizing Western Spelling into Chinese Tone-

Class Patterns.

Pub Date [70]

Note—17p.

Available from—Dr. Jou Bienming, 94, Hua Guan Avenue, Singapore 21

Document Not Available from EDRS.

Descriptors—*Chinese, *Language Patterns, *Orthographic Symbols, *Spelling, *Tone Languages

Identifiers—*Tonal Spelling

The author discusses his concept of "tonal spelling" for Chinese. This system spells out the patterns for the tone classes without marking their tone values; the same spelling formation spells out the same tone class and makes tonal orthography a "regular, striking, neat and clean-shaven script." Following a discussion of the principles underlying this system, the author presents five specimens of tonal spelling for (Mandarin or Pekingese, Cantonese or Yuddyu, Amoy or Hokkien, Haenam or Hainanese, and Hinghwa or Putienese) which are "as phonetic and tonetic as the use of phonetic symbols and tone marks, and immensely more practical." (AMM)

ED 045 996 AL 002 724

Linguistic Communications 1.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 70
Note—113p.

Available from—Professor J. V. Neustupny, Department of Japanese, Monash University, Clayton 3168, Victoria, Australia

Document Not Available from EDRS.

Descriptors—*Arabic, *Bilingualism, Distinctive Features, *Language Planning, Language Role, Latin, Phonology, *Sociolinguistics, Standard Spoken Usage, Suprasegmentals, Transformation Theory (Language)

The present compilation of papers on linguistics is the result of joint efforts by the Classical Studies, French, Japanese, Linguistics, and Russian Departments of Monash University. Selections in the Pre-Prints and Articles section include: "For/Arabic Bilingualism in the Zalingei Area," by B. Jernudd; "Prosodic Problems in a Generative Phonology of Swedish," by M. Lindau; "Petronius C.50 and a Gloss in Hesychius," by G. G. Betts; and "Basic Types of Treatment of Language Problems," by J. V. Neustupny. Also included are an abstract of a thesis on foreignness of language in the Australian speech community; book review notes on publications dealing with sociolinguistics, bilingualism, Sanskrit, M.I.T. research, colloquial Bengali; and bibliographic notes on linguistics in Australasian periodicals published January-July 1970. (AMM)

ED 045 997

AL 002 725

Mahgoub, Fatma Mohammed

A Linguistic Study of Calrene Proverbs. Indiana University Publications, Language Science Monographs Volume 1.

Pub Date 68

Note—141p.

Available from—Publications, Research Center for the Language Sciences, Patton House, Indiana University, Bloomington, Indiana 47401 (\$8.00)

Document Not Available from EDRS.

Descriptors—*Arabic, Bibliographies, *Cultural Context, Folk Culture, Instructional Materials, Language Instruction, Literary Styles, Morphology (Languages), Phonemic Alphabets, Phonology, *Proverbs, Standard Spoken Usage, *Structural Analysis, Syntax Identifiers—Cairo

This work presents a linguistic study of the proverbs indigenous to Cairo (Egypt) culture. These forms recur in the everyday speech of both learned and unlearned Cairene Arabic speakers. The 900 proverbs, which are presented in phonemic transcription, are analyzed according to their phonological and stylistic characteristics, and then their morphological and syntactical characteristics. Notes, an alphabetical listing of the proverbs with glosses in English, a bibliography, and curriculum vita on the author are appended. (AMM)

ED 045 998

AL 002 728

Chafe, Wallace L.

Meaning and the Structure of Language.

Pub Date 70

Note—360p.

Available from—The University of Chicago Press, Chicago, Illinois 60637 (\$10.50)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Deep Structure, Diachronic Linguistics, *English, Language Universals, *Linguistic Theory, Morphology (Languages), Phonology, *Semantics, Sentences, Surface Structure, *Syntax Identifiers—Onondaga

This book offers a theory of language which departs from both structuralist and Chomskyan transformational linguistics in using semantic structure as its base. The theory is illustrated mostly from English by means of a step-by-step analysis of a large part of English semantic structure. A specific and detailed theory of language is thus elaborated, in which the well-formedness of sentences is established at the semantic level, with "postsemantic" processes then responsible for the conversion of semantic into surface structures. Application of the theory is also made to Onondaga, an Iroquois language, showing that the differences between this language and English are relatively trivial in the semantic area but extensive in the area of postsemantic processes. (Author/FWB)

ED 045 999

AL 002 729

Anglin, Jeremy M.

The Growth of Word Meaning. Report No.—R-Monogr-Ser-63

Pub Date 70
Note—108p.

Available from—The MIT Press, Massachusetts Institute of Technology, Cambridge, Massachusetts 02142 (\$8.95)

Document Not Available from EDRS.

Descriptors—Association (Psychological), *Child Language, Concept Formation, *Experiments, *Language Development, *Psycholinguistics, Recall (Psychological), *Semantics, Statistical Studies

This book on the growth of word meaning in children focuses on the development of the appreciation of the relations that exist among twenty selected words as the individual matures from childhood through adolescence to adulthood. The four preconceptions which determined the experimental tasks, the set of words used, and the methods of analysis were: (1) Words contain meaning which is represented to a large extent by certain specifiable features; (2) Words cohere in a system in which word features can often be cast in a hierarchical or nest-like relation; (3) Context is an important factor in determining word meaning; and (4) The word, as a social phenomenon, is part of the culture and is relatively useless unless it means the same thing to different speakers of the language. In conducting the study, the author employed various types of experiments, including free-recall, free-association, and concept-formation tasks. In general, results supported the author's hypothesis that development proceeds from the concrete to the abstract, but difficulties for this "generalization theory" are seen to exist in certain aspects of child language. (FWB)

ED 046 000

AL 002 730

Hormann, Hans

Psycholinguistics: An Introduction to Research and Theory.

Pub Date 71

Note—377p.; Revised version of the German "Psychologie der Sprache" translated by H. H. Stern

Available from—Springer-Verlag New York Inc., 175 Fifth Avenue, New York, N.Y. 10010 (\$18.70)

Document Not Available from EDRS.

Descriptors—Association (Psychological), *Behavior Theories, Child Language, Child Psychology, Communication (Thought Transfer), Genetics, Grammar, Perception, *Philosophy, Phonology, *Psycholinguistics, *Research Reviews (Publications), Semantics, Stimulus Behavior

This book, originally published in German in 1967, is intended to offer a detailed introductory review and discussion of psycholinguistic thought and research over the last two decades. Because it was originally directed to a German audience, the book places strong emphasis on behaviorist psychology, which has had little influence in Europe. The translator feels, therefore, that this book can, in the light of the fact that behaviorist psychology has recently fallen into disrepute in the United States, serve "to redress the balance and give the reader a renewed appreciation of the behavioristic approach to the study language," and give the American reader an appreciation of the more philosophically oriented European approach to psycholinguistics as well. Individual chapter headings include: "Phenomenology of Verbal Associations," "The Philosophical Background to Modern Psycholinguistics," "Mediation Theories of Language Processes," "The Psychological Reality of Grammar," "Genetic and Child Psychology as a Testing Ground for Psycholinguistics," and "The Influence of Language on Man's View of the World." An extensive bibliography is appended. (FWB)

ED 046 001

48

AL 002 731

Lehman, F. K., Ed.

Tone Systems of Tibeto-Burman Languages of Nepal. Part I, Studies on Tone and Phonological Segments. Final Report.

Summer Inst. of Linguistics, Santa Ana, Calif. Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-9-7721

Pub Date 70

Contract—OEC-0-9-097721-2778(014)

Note—386p.; Occasional Papers of the Wolfenden Society on Tibeto-Burman Languages of Nepal, Volume III.

Available from—The Summer Institute of Linguistics, P.O. Box 1960, Santa Ana, Calif.

92702; Inspection copy available at the Center for Applied Linguistics Library, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036

EDRS Price MF\$0.65 HC Not Available from EDRS.

Descriptors—Contrastive Linguistics, Field Studies, *Intonation, Language Rhythm, Phonemes, *Phonology, *Sino Tibetan Languages, Spectrograms, Syllables, Tagmemic Analysis, *Tone Languages

Identifiers—Nepal, Segmental Synopses, *Tibeto-Burman Languages

The material in this report represents some of the earliest results of field research in the languages of Nepal by the Summer Institute of Linguistics, Inc. Some of the results presented here are tentative hypotheses, subject to revision in the light of continuing research. Part I, the present volume, presents phonological data in terms of hierarchically ordered units of phoneme, syllable, stress group, etc. Following an introduction and phonological survey of seven Bodhi languages of Nepal, by Austin Hale, the first paper in the section on Tone is concerned with the role of nuclei of feet in the analysis of tone in the Tibeto-Burman languages of Nepal, by Kenneth L. Pike. Other papers dealing with tone are presented by Hale, Warren W. Glover, Bruce C. Hinton, Maria Hari, Doreen Taylor, Pike, Ross Caughley, Dora Bieri, Mariene Schulze, and Kent Gordon. The section on Phonological Segments presents segmental synopses by Hale, Glover, Taylor, Hari, Caughley, Bieri, Schulze, Gordon, and Burkard Schoetteldreyer. A discussion of Sherpa vowels by Schoetteldreyer and Hale concludes this volume. See AL 002 732-4 for Parts II, III, and IV of this report. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 046 002

48

AL 002 732

Lehman, F. K., Ed.

Tone Systems of Tibeto-Burman Languages of Nepal. Part II, Lexical Lists and Comparative Studies. Final Report.

Summer Inst. of Linguistics, Santa Ana, Calif.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-9-7721

Pub Date 70

Contract—OEC-0-9-097721-2778(014)

Note—135p.; Occasional Papers of the Wolfenden Society on Tibeto-Burman Languages of Nepal, Volume III.

Available from—The Summer Institute of Linguistics, P.O. Box 1960, Santa Ana, Calif. 92702; Inspection copy at the Center for Applied Linguistics Library, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036

EDRS Price MF\$0.65 HC Not Available from EDRS.

Descriptors—Comparative Analysis, Diachronic Linguistics, Language Classification, *Phonology, *Sino Tibetan Languages, Tagmemic Analysis, *Tone Languages, Word Frequency, *Word Lists

Identifiers—Nepal, *Tibeto-Burman Languages

The present volume, the second part of a final report on tone systems of the Tibeto-Burman languages of Nepal, contains the following papers: "Gurung, Tamang, Thakali, Sherpa, and Chepang Prosodies," by Richard S. Pittman; "Proto-Tamang-Gurung-Thakali," by Pittman and Jessie Glover; "Cognate Counts via the Swadesh List in Some Tibeto-Burman Languages of Nepal," by Glover; and "Word Lists (English, Gurung, Tamang, Thakali, Chepang, Newari, Sunwar, Sherpa)." For Parts I, III, and IV of this report, see AL 002 731 and AL 002 733-4. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 046 003

48

AL 002 733

Lehman, F. K., Ed.

Tone Systems of Tibeto-Burman Languages of Nepal. Part III, Texts, I. Final Report.

Summer Inst. of Linguistics, Santa Ana, Calif.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-9-7721

Pub Date 70

Contract—OEC-0-9-097721-2778(014)

Note—309p.; Occasional Papers of the Wolfenden Society on Tibeto-Burman Languages of Nepal, Volume III.

Available from—The Summer Institute of Linguistics, P.O. Box 1960, Santa Ana, Calif. 92702; Inspection copy available at the Center for Applied Linguistics Library, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cultural Context, Folk Culture, Morphology (Languages), Phonemic Alphabets, *Reading Materials, *Sino Tibetan Languages, *Tone Languages, Translation Identifiers—Gurung, Nepal, Tamang, Thakali, *Tibeto-Burman Languages

The present volume, the third of a four-part report on the Tibeto-Burman languages of Nepal, includes text materials on Buring, by Warren Glover; on Tamang, by Doreen Taylor, and on Thakali, by Annemarie Hari and Anita Maibaum. For each language, a list of included texts is given, with the native language divided into sequentially-numbered sentences and followed by a literal English translation, usually morpheme-by-morpheme. Grammatical notes are included at the end of each set of texts, which explain abbreviations and letters in the literal English translation lines and any intonation symbols in the native language lines. See AL 002 731-2 and AL 002 734 for Parts I, II, and IV of this report. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 046 004 48 AL 002 734

Lehman, F. K., Ed.

Tone Systems of Tibeto-Burman Languages of Nepal. Part IV. Texts, II. Final Report.

Summer Inst. of Linguistics, Santa Ana, Calif.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-9-7721

Pub Date 70

Contract—OEC-0-9-097721-2778(014)

Note—306p.; Occasional Papers of the Wolfenden Society on Tibeto-Burman Languages of Nepal, Volume III.

Available from—The Summer Institute of Linguistics, P.O. Box 1960, Santa Ana, Calif. 92702; Inspection copy available at the Center for Applied Linguistics Library, 1717 Massachusetts N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cultural Context, Morphology (Languages), Phonemic Alphabets, *Reading Materials, *Sino Tibetan Languages, *Tone Languages, Translation

Identifiers—Chepang, Nepal, Newari, Sherpa, Sunwar, *Tibeto-Burman Languages

This fourth and final part of a report on the Tibeto-Burman languages of Nepal presents text material on Chepang, by Ross and Kathleen Caughey; on Newari, by Austin and Margrit Hale; on Sunwar, by Dora Bieri and Marlene Schulze; and on Sherpa, by Kent and Sandra Gordon. For the first three parts of this report, see AL 002 731-3. [Not available in hard copy due to marginal legibility of original document.] (AMM)

CG

ED 046 005 CG 005 965

Thompson, Albert S. And Others

The Educational and Career Exploration System: Field Trial and Evaluation in Montclair High School.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—International Business Machines Corp., Yorktown Heights, N.Y.

Pub Date 70

Note—277p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Attitudes, *Behavior Patterns, *Computer Oriented Programs, Educational Innovation, *Field Studies, Guidance Programs, Program Descriptions, Secondary Education, Secondary School Students, Student Opinion, *Vocational Development

This is the report of the field trial and evaluation of an experimental computer-assisted guidance system designed for use by junior and senior high school students. This trial was designed to determine the system's applicability

and feasibility in a secondary school setting. It sought also to obtain information on the outcome of its use, both in terms of possible changes in vocational developmental behavior patterns of the students using the system and in attitudes and opinions toward the system by students and their parents and teachers. Included in the report are: (1) a general introduction; (2) a description of the system; (3) the field trial, methods and procedure; (4) effects of the system usage on student vocational development; (5) results: attitudes toward the system; and (6) summary, conclusions, and implications. (KJ/Author)

ED 046 006 CG 006 048

Friesen, J. D.

Computer Based Systems in Guidance and Counseling. An Annotated Bibliography.

British Columbia Univ., Vancouver. Faculty of Education.

Pub Date 70

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, *Counseling, Counseling Programs, Counseling Services, Educational Counseling, *Guidance, *Information Systems, Programmed Instruction, Technology, Vocational Counseling

This bibliography is divided into three general categories: (1) information storage and retrieval theory; (2) computer-based systems in education; and (3) computer-based systems in guidance and counseling. The latter comprises, by far, the bulk of the bibliography and contains general works, monographs, periodicals, micro-prints, government publications, and unpublished works. In addition, there is a separate section of entries published by the Information System for Vocational Decisions (ISVD) which is a project under the combined direction of the Harvard Graduate School of Education, the New England Educational Data System, and the Newton (Mass.) Public School System. Thirty-six project reports are included. (TL)

ED 046 007 CG 006 063

Reagles, Kenneth W. And Others

A Scale of Rehabilitation Gain for Clients of an Expanded Vocational Rehabilitation Program. Wisconsin Studies in Vocational Rehabilitation.

Wisconsin Univ., Madison. Regional Rehabilitation Research Inst.

Report No.—Monogr-13-Ser-2

Pub Date 70

Note—93p.

Available from—The University of Wisconsin Regional Rehabilitation Research Inst., Madison, Wis.

Document Not Available from EDRS.

Descriptors—Client Caseworkers, *Culturally Disadvantaged, *Measurement Instruments, Rehabilitation Counseling, *Rehabilitation Programs, *Vocational Rehabilitation

The purpose of this investigation was to assess the feasibility of conceptualizing rehabilitation gain as a single scalable variable. Twenty-seven items from the Wood County Project Test Battery which reflected rehabilitation gain were incorporated into a scale. Items sampled weekly earning, dependency on public assistance, work status, amount of time spent working, client perceptions of physical and mental health as well as extra-vocational aspects of gain. The sample was composed of 310 medically and culturally handicapped clients from an experimental and control rehabilitation agency. Results of statistical analysis indicate that it is feasible to construct a rehabilitation gain scale as an index of the impact of rehabilitation services on clients and the scale is considered to have high potential as a research tool to assess the concomitants of rehabilitation gain. Additional findings revealed that several client variables, process variables of case service expenditures, and counselor contacts and amount of time spent for the client were also related to gain. The most important finding was that traditional rehabilitation services conventionally extended to medically-handicapped persons resulted in even significantly higher gain for the culturally disadvantaged. (RSM/Author)

ED 046 008 CG 006 064

Reagles, Kenneth W. And Others

Correlates of Client Satisfaction in an Expanded Vocational Rehabilitation Program.

Wisconsin Univ., Madison. Regional Rehabilitation Research Inst.

Pub Date 70

Note—72p.; Wisconsin Studies in Vocational Rehabilitation, Monograph XII, Series 2

Available from—Kenneth W. Reagles, University of Wisconsin, Regional Rehabilitation Research Institute, Master Hall, 415 West Gilman Street, Madison, Wisconsin 53706. (No price is quoted)

Document Not Available from EDRS.

Descriptors—*Handicapped, *Measurement Instruments, Rehabilitation Counseling, Rehabilitation Programs, *Vocational Rehabilitation Identifiers—Scale of Client Satisfaction

The purpose of this study was to develop a scale to assess client satisfaction with rehabilitation services and to identify correlates of client satisfaction. The first phase involved the development of the instrument, the Scale of Client Satisfaction. Subjects were 483 culturally and medically handicapped rehabilitates. In the second phase data for 452 clients were used to identify correlates of satisfaction. The variables investigated were associated with: (1) the client's status prior to rehabilitation; (2) the rehabilitation process; (3) status at closure; and (4) status at follow-up. The following were identified as correlates of satisfaction: (1) pre-rehabilitation motivational handicap to employment; (2) process: (a) total cost of case services; (b) time spent in client contact; and (c) time spent in contacts for supervising placement and follow-up; (3) closure: (a) earnings at closure; and (b) work status; and (4) follow-up: (a) perceived effect of handicap on employability; (b) difficulty in finding employment; and (c) perception of severity of handicap. With the exception of motivational handicap to employment all of the coefficients indicated a positive relation between client satisfaction and the variable investigated. (RSM/Author)

ED 046 009 CG 006 065

Stevenson, William W. Sandlin, Blane E.

Evaluating Career Guidance, Counseling and Placement—State Level. Identifying Areas of Concern and Determining Evidence Needed for Evaluation: Career Guidance, Counseling and Placement—State Level.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 6 Dec 70

Note—29p.; Paper presented at the American Vocational Association Convention in New Orleans, Louisiana, December 6, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, Counseling, Counseling Programs, Counseling Services, Counselor Functions, *Guidance Programs, Guidance Services, *Job Placement, Occupational Choice, Occupational Information, *Program Evaluation, *Vocational Counseling, Vocational Development, Vocational Education

The overall purpose of these papers is to provide a background working paper to serve as a basis for developing a system for evaluating states' programs in Career Guidance, Counseling and Placement. An extensive review of published materials is summarized into three areas: (1) the accomplishments, limitations and trends of the current guidance effort; (2) the major concerns of guidance people; and (3) criteria for evaluating programs and identifying methods of improving vocational guidance services. Taking this information as a point of departure, the second paper recommends a procedure for securing the information, within a state, about major areas of concern and about evaluative criteria, i.e. evidences which show a program to be effective. A sampling of pertinent state level personnel as well as local administrators, student, teachers, and teacher- and counselor-educators were presented lists of identified items under each classification and asked to rank them. Results were presented. (TL)

ED 046 010 CG 006 067

Weber, J. Robert Custer, Carson

Youth Involvement

Pub Date 70

Note—35p.

Available from—Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402. (\$.25 per copy)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Change Agents, Community Development, *Decision Making, *Delinquency, Program Design, Social Change, *Youth, Youth Problems, *Youth Programs

This booklet provides an introduction to the concept of youth involvement and is intended to provide information for those working in the delinquency fields. Traditionally youth involvement has been concerned with making programs more meaningful to youth and in fostering commitment on the part of youth to the goals of a program. This publication, however, is concerned with youth involvement defined as the active participation of young people in decision making regarding programs and policies that affect them and in implementing these programs and policies. After a discussion of the societal context for the participation of youth, the history of youth involvement, and various youth involvement models employed in the past it is concluded that with the exception of the development of techniques for involving delinquents in helping other delinquents very little has been learned about involving youth in decision making and program implementation. Recently, however, there has been a shift from treating youth as mere recipients of services to engaging them as active participants. Examples of such programs are presented. (RSM)

ED 046 011 CG 006 068

White, Kinnard Allen, Richard
Art Counseling in an Educational Setting: Self Concept Change Among Pre-Adolescent Boys.
North Carolina Advancement School, Winston-Salem.; North Carolina Univ., Chapel Hill.
Pub Date 69
Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art, *Counseling, Counseling Effectiveness, Counseling Services, Creativity, *Elementary School Counseling, Elementary School Counselors, Elementary School Students, Individual Development, *Nondirective Counseling, *Self Concept, Self Expression

This study was designed to test the hypotheses that (1) pre-adolescent boys show greater growth in positive self-concept when subjected to an art counseling program than when they receive a traditional non-directive counseling program having the same goal; and (2) this difference will continue to exist on into adolescence. Thirty boys who had just completed the sixth grade were subjects for the study. One group of fifteen boys received art counseling; the other group of fifteen boys received only traditional non-directive counseling. The art counseling group was unaware of the goals of art counseling and viewed each session as an art class they had elected. The treatment took place over a daily eight weeks summer session. A follow-up of both groups was conducted fourteen months later. A multivariate analysis of covariance with ten criteria—ten sub-scales on the "Tennessee Self-Concept Scale"—and ten covariates—pre-test scores on the sub-scales—was performed on the data. The results supported both hypotheses. (Author)

ED 046 012 CG 006 069

Wright, George N. And Others
An Expanded Program of Vocational Rehabilitation: Methodology and Descriptions of Client Population.

Wisconsin Univ., Madison. Regional Rehabilitation Research Inst.
Pub Date 70

Note—59p.; Wisconsin Studies in Vocational Rehabilitation, Monograph XI, Series 2

Available from—George N. Wright, University of Wisconsin, Regional Rehabilitation Research Institute, Master Hall, 415 West Gilman Street, Madison, Wisconsin 53706. (No price is quoted)

Document Not Available from EDRS.

Descriptors—Cultural Disadvantage, Cultural Factors, *Culturally Disadvantaged, *Disadvantaged Groups, Employment Qualifications, *Innovation, Job Skills, Socially Disadvantaged, Vocational Adjustment, *Vocational Development, Vocational Followup, *Vocational Rehabilitation, Vocational Retraining

The purposes of this report are to provide: (1) an overview of the Wood County, Wisconsin Project methodology, including a description of the experimental and control areas, the research design, and the instrumentation used to assess the impact of services; and (2) a description of the client populations in terms of selected pre-rehabilitation demographic variables and other information. This project is the first large-scale attempt to examine the feasibility of and guidelines for the expansion of rehabilitation to serve not only the medically disabled but also the culturally disadvantaged clients from other subgroups: (1) sex; (2) age; (3) source of referral; (4) marital status; (5) onset of disability; (6) automobile licensing and possession; (7) employment status; (8) highest grade completed; and (9) educational achievement. (TL)

ED 046 013 CG 006 075
Drug Abuse Control—Administrative Guidelines.
Los Angeles City Schools, Calif.
Pub Date 70
Note—21p.

Available from—Robert E. Kelly, Superintendent of Schools, Los Angeles City Schools, Los Angeles, California (No price quoted)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Principles, *Drug Abuse, *Drug Addiction, Elementary Schools, *Guidelines, Lysergic Acid Diethylamide, Marihuana, Narcotics, *Program Development, *School Policy, Schools, Secondary Schools, Socially Deviant Behavior, Student Behavior, *Student Problems

These guidelines were developed to assist administrators, teachers, and other staff members of the Los Angeles Public Schools in the formulation of an effective program designed to alleviate drug abuse. Staff responsibilities are spelled out. Specific attention is directed to the problems of drug abuse, drug possession and drug selling. The concluding section of the guidelines describes and pictures narcotics, dangerous drugs and other harmful substances, and lists their corresponding slang terms, properties, methods of use and effects. (TL)

ED 046 014 CG 006 077

Land, H. Kenneth Allen, Richard F.
The Role of the Counselor Redefined. Behavior of Students Redefined.

American Personnel and Guidance Association, Washington, D.C.
Pub Date Mar 70

Note—30p.; Paper presented at the American Personnel and Guidance Association Convention in New Orleans, Louisiana, March 22-26, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Behavior Rating Scales, Counselor Functions, *Counselor Role, *Inservice Education, Males, Measurement Instruments, Student Teacher Relationship, Teacher Guidance, Teacher Role, *Test Construction, *Underachievers

Since it is difficult to determine behavior categories for students in the North Carolina Advancement School, the Devereux Behavior Rating Scale was revised to fill this void. After analyzing results on the complete test, four factors were picked which seemed most descriptive of underachievers: aggression, alienation, anxiety, and activity. A total of 22 items were constructed consisting of the four behavior factors, the test was standardized, and is now being used successfully to identify potential male underachievers. The second paper discusses a change in the role of the counselor, mainly that the teachers be given in-service training to learn the approaches of the counselor and then deal with the emotional aspects of learning using these techniques. In turn the counselor can keep abreast of the specific problems encountered by the teacher with which he will ultimately deal. (Author/KJ)

ED 046 015 CG 006 078

Ferguson, Donald G.
Student Development: Priorities for the 70's.
University of South Florida, Tampa.

Pub Date 20 Nov 70

Note—13p.; Paper presented at the Florida Personnel and Guidance Association Convention in Miami, Florida, November 19-21, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, Educational Philosophy, Human Relations, *Information Systems, *Interpersonal Relationship, Student Attitudes, Student Behavior, *Student Leadership, Student Needs, *Student Participation, *Student Problems, Teacher Role

A new student climate is desperately needed in our schools. From impressions gained from nationwide interviews, the vast majority of students are anxious for solutions to the problems of student climate, and they represent a tremendous resource, to date largely untapped. The following suggestions are made on the recognition that students have a legitimate gripe, and that the situation is not hopeless. Some fundamental changes must take place, however, and there are resources to cope with what is going on. Firstly, there is a need for a student information system, with up to date, usable student information for making decisions. The school district organization should have a unit that has student development and student life as its primary concern. Secondly, there is a need for a student development focus to build better human relations. A student center, concerned with student life should be set up in each school. Teachers with good rapport should be able to interact with students, and provisions need to be made for this. The student body should be allowed to take more responsibility for supervision than is presently allowed. (Author/KJ)

ED 046 016 CG 006 079

Heaps, Richard A. And Others
Student Awareness of the University of Utah Counseling Center. Research Report 25; Client's Counseling Evaluation Inventory Ratings of Counselors and Academic Recovery Through Structured Group Counseling. Research Report 23.

Utah Univ., Salt Lake City.

Pub Date 70

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Counseling Centers, *Counseling Effectiveness, *Counselor Characteristics, Counselor Evaluation, Counselor Performance, *Student Needs, Student Personnel Programs, *Student Personnel Services

Paper one discusses client ratings of counselors based on the Counseling Evaluation Inventory, and academic recovery through structured group counseling. Conclusions suggest that counseling success varies as a function of counselor comfort, and that counselors tend to become more comfortable with experience. Consequently, experienced counselors tend to be more effective to the extent that their experience is accompanied by perceived comfort with their involvement in a particular counseling context. The second paper presents a study designed to investigate awareness of the Counseling Center, as perceived by University of Utah students. It was found that about one quarter of the student sample were totally unfamiliar with the Center, and that whether students had been to and/or heard of the Center was related to their perception of the Center's service function. Study results strongly point to the need for greater student awareness of the Center's function. (Author/KJ)

ED 046 017 CG 006 080

Rie, Herbert E.
Tradition and Innovation in the Training of Clinical Child Psychologists.

Ohio State Univ., Columbus.

Pub Date 6 Sep 70

Note—13p.; Paper presented at the American Psychological Association Convention in Miami Beach, Florida, September 3-8, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Psychology, Clinical Experience, Consultants, *Educational Innovation, *Educational Needs, *Educational Practice, Prevention, Professional Personnel, *Psychologists, Research, Subprofessionals, Training

This paper discusses tradition and innovation in the training of clinical child psychologists. Since prevention is receiving increasing emphasis, psychologists need thorough training in the developmental psychology of both infancy and early childhood. Secondly, the training of paraprofessionals is of great current interest, and perhaps graduate students could be utilized effectively in this role. Thirdly, with the increased use of consultants comes the concern that consultants will be inadequately trained in the area about which they are consulting, and over trained in the art of consulting. Fourthly, research and its place needs a reorientation. Child psychology should stop emphasizing the application of knowledge at

the expense of generating knowledge, and an attitude of scientific skepticism should be developed. Lastly, there seems to be a growing impatience among students to deal with the "real problems" of the world. The didactic work seems tedious, the theorizing irrelevant, and the learning of techniques intolerable. While there is merit to some of these points, some of these aspects of training are necessary for professional competency. (Author/KJ)

ED 046 018 CG 006 081

Romberg, Paul F.

New Initiatives - Allied Health Professions.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date 17 Nov 70

Note—7p.; Paper presented at the American Association of State Colleges and Universities in San Antonio, Texas, November 15-18, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Federal Aid, *Financial Needs, *Health Occupations Education, Health Personnel, *Higher Education, *Paramedical Occupations, Professional Personnel, Program Development, *Program Improvement

This paper reviews some of the things that can and need to be done in the area of allied health professions. The federal government must be willing to commit funds in the direction of the allied health fields. A start has been made, but more help is needed. Aid must also come from state governments and private sources. The colleges and universities will have to put forth a united and joint effort also. Cooperative planned programs are a must if those in higher education are to do the job the public expects of them. Since there is no lobby, the educators in this field must become a powerful and potent lobby, publicizing the needs of the profession, and meeting the demands of the medical profession, of the students, and of society. (Author/KJ)

ED 046 019 CG 006 083

Springer, Nina Saturnino

Nutrition and Mental Retardation. An Annotated Bibliography, 1964-1970.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Pub Date 70

Note—67p.

Available from—Institute for the Study of Mental Retardation, University of Michigan, 611 Church Street, Ann Arbor, Michigan 48104. (\$1.00 per copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Health Education, *Mentally Handicapped, *Mental Retardation, *Nutrition, *Nutrition Instruction

This annotated bibliography is primarily organized for nutritionists. It presents selected articles published from 1964 to the present. All aspects of nutrition in mental retardation are covered excepting inborn errors of metabolism. Sections are included on: (1) nutrition, birthweight, and mental retardation; (2) nutrition, growth, and mental retardation; (3) malnutrition and its effects on nervous system development; (4) nutrient metabolism and mental retardation; and (5) techniques in feeding and therapeutic nutrition for the mentally retarded. (TL)

ED 046 020 CG 006 084

A Longitudinal Study of the Barriers Affecting the Pursuit of Higher Education by New York State High School Seniors. Phase II: College and University Enrollment. New York State, Fall, 1970. (Preliminary)

New York State Education Dept., Albany. Information Center on Education.

Pub Date Jul 70

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Bound Students, College Choice, College Environment, College Freshmen, *College Preparation, *Educational Experience, Educational Guidance, Educational Objectives, Educational Trends, *High School Students, *Longitudinal Studies, *Post Secondary Education, Secondary School Students, Seniors

This publication examines the results obtained from data gathered during the phase two (follow-up) of a three year longitudinal study to examine the effects of certain inhibitory factors on the plans of high school seniors. Factors postulated were: (1) familial economic factors; (2) proximity

to higher education institutions; (3) scholastic standing; (4) peer values and influences; (5) familial values and influences; (6) the impact of the secondary school guidance program; (7) social class; and (8) sex. The purposes of phase two were: (1) to determine whether students carried out their declared plans; and (2) to analyze factors which caused them to change their plans. A questionnaire was developed for these purposes. Generally, it was found that students did follow through. When changes occurred money was the most significant factor. Other findings were presented and compared with those of phase one. (TL)

ED 046 021 CG 006 085

Group Counseling in the Schools - A Panel Discussion. (February 7, 1969).

Pub Date 70

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, Counseling Effectiveness, Counseling Goals, Counselor Functions, *Counselor Role, Counselor Training, Group Behavior, *Group Counseling, *Group Dynamics, Group Relations, *Schools, *Students

This document presents a concise discussion of current thinking and practices in the area of group counseling in the schools. The material, divided into two sections is based on the discussion of a panel of counselor educators and practicing counselors. Part I consists of the discussion among the participants and Part II is composed of questions from an audience of members of the New York State Education Department staff. The panel shared their ideas of issues such as the goals of group counseling, various approaches and perspectives, the role of the counselor in the group, counselor self-disclosure, the screening of counselees, communication with parents and teachers, and training for group counselors. Questions dealt with subjects such as the effectiveness and advantages of group counseling, composition of groups, screening of members, goal setting, various techniques, remedial vs. developmental functions of the counselor, counselor specialization and measurement of counseling effectiveness. No guidelines were established and no specific points were agreed upon by group members, but many ideas and perspectives were expressed. (RSM)

ED 046 022 CG 006 086

Guidance for the NOW Student. Report of the 18th Annual All Ohio Guidance Conference.

Ohio School Counselors Association; Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.

Pub Date Oct 70

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, Change Agents, Child Abuse, Counseling, Counseling Effectiveness, Counselor Attitudes, Counselor Educators, *Counselor Role, Counselors, Counselor Training, *Guidance Functions, Racial Attitudes, *Social Change, *Social Influences, Social Problems, *Students

This report incorporates all the major conference events of the 18th Annual All Ohio Guidance Conference which had as its theme, "Guidance for the Now Student". The keynote address by Dr. Anthony Riccio, entitled "Guidance and the Destination Crisis" is concerned with the role of counselors and counselor educators of the near future. He presents an innovative training program designed to help counselor trainees better understand the problems of contemporary society and discusses the relevance of the rapid rate of societal change to counselors. The next article by James Thorp is concerned with the legal implications of House Bill 338 for school counselors. This bill requires that teachers and school authorities report evidence of child abuse to the proper officials. An address by Dr. Paul Fitzgerald stresses that the passport for counselors through the seventies must be involvement and that counselors must be instruments for change. Betram Gardner discusses the black student and emphasizes that "white counseling" techniques along with counselor attitudes are detrimental to the black child. Needed improvements in counseling and counselor attitudes are presented. The report also includes brief presentations by other individuals. (RSM)

ED 046 023 CG 006 087

Mean, They Like Me! Summary Report ICS (Improve Self Concept), A Three Year Innovative Pilot Project for Low Achieving Pupils.

Paw Paw Public Schools, Mich.

Pub Date Aug 70

Grant—OEG-3584-4329

Note—91p.

Available from—Paw Paw Public Schools #27, 313 West Michigan Avenue, Paw Paw, Michigan 49079

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Aspiration, *Camping, Individual Differences, Individualized Instruction, *Individualized Programs, Motivation, Personality, *Self Concept, Self Help Programs, Social Reinforcement, Tutorial Programs

This project is based on the premise that a low self-concept can handicap a child's academic and social achievement to such a degree that a pattern of failure, frustration and "school dropout" is evidenced. The project design included the development of a 12-month program in three phases: (1) summer session, during which relationships between parents, teachers and pupils were developed, (2) a two-week camping program, the purpose of which was to learn through everyday living experiences, and (3) the school year program with its provisions for a personalized curriculum, self-paced instruction, on-the-spot counseling, and a continuous progress concept. Results indicated that the two-week camping program was the most valuable total unit of the project and self-pacing its most valuable single element. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (TL)

ED 046 024 CG 006 103

Chantal, Sister Marie

Organized Programs of Guidance and Counseling for Religious—New Approaches to Current Crises.

Immaculate Heart of Mary, Monroe, Mich.

Pub Date Mar 70

Note—12p.; Paper presented at Annual National Catholic Guidance Conference (16th, New Orleans, Louisiana, March 21-22, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Christianity, *Church Role, *Counseling Goals, Counseling Services, Guidance, *Guidance Objectives, Guidance Programs, *Program Descriptions, Program Improvement, Religious Agencies, *Religious Factors, Religious Organizations

This paper discusses organized programs of guidance and counseling for religious settings, and new approaches to current crises. Specific topics discussed are: (1) a new awareness of the Christian dimensions of guidance; (2) a more favorable climate for guidance services; (3) utilization of new learnings and new techniques; (4) some religious programs with significant guidance implications. This last section discusses: (1) progress on the international scene; (2) progress on the national scene; (3) progress on the local scene; (4) progress in colleges and universities; and (5) progress in religious congregations. Specific programs are discussed in each of the above areas. (Author/KJ)

ED 046 025 CG 006 104

Clayton, Thomas E. And Others

A System for Recording Interaction Behaviors in Group Discussions.

Syracuse Univ., N.Y.

Pub Date [70]

Note—24p.

Available from—Thomas E. Clayton, John R. Cryan, Dean C. Wiles, Room 427, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, New York 13210 (No price quoted)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Behavioral Science Research, Behavior Patterns, Communication (Thought Transfer), *Group Behavior, Group Dynamics, *Group Relations, Interaction, *Interaction Process Analysis, Measurement Techniques, *Role Theory

This paper presents a system designed to measure group role behavior and the direction and degree of subgroup interaction during small group meetings. The system utilizes file classifications of role behavior subdivided into 11 behavior categories. Data are collected in sample observa-

tions using live recorders or VTR equipment. Data analysis yields the degree of participation in the group process, the role behavior characteristics of the participating subgroups, and enables the researcher to graphically profile total behavior. The paper presents in detail one specific example of the system in use and suggests applications for others uses. (Author)

ED 046 026 CG 006 105

Cowen, David L. Sbarbaro, John A.
Family Centered Health Care—A Viable Reality? The Denver Experience.

Denver Dept. of Health and Hospitals, Colo.
Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.; Public Health Service (DHEW), Arlington, Va.

Pub Date Oct 70

Note—32p.; Paper presented at the American Public Health Association Convention (Houston, Texas, October 26-30, 1970)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Family Health, Family Problems, *Health Programs, *Health Services, Models, Organization, Professional Personnel, Program Design, *Program Development, Social Workers, *Teamwork

In early 1966, the Denver Department of Health and Hospitals embarked on a city-wide, decentralized health program in an effort to provide family centered "team" health care to medically indigent patients. The program encompasses 28 different clinics and facilities. Factors hindering or influencing the final pattern of health care delivery include: (1) federal funding agencies' guidelines and biases; (2) grossly underestimated health care demands by an unlimited population load; (3) differences among family members for facility, hours of service, and health care provider; and (4) difficulties in the recruitment of scarce health professionals. After experimenting with many different patterns of team care and leadership, a workable model emerged using the combination of a neighborhood aide and a backup social worker as the basic core for family-centered health care. The social worker is responsible for forming a flexible "Health Team" to meet the needs of a particular family. A central social service register, decentralization of personnel, and constant administrative support are essential. (Author)

ED 046 027 CG 006 106

Crowley, Thomas J.
Conditioning Affective Verbalizations in an Initial Counseling Interview.

American Educational Research Association, Washington, D.C.; Boston Univ., Mass.

Pub Date Feb 71

Note—13p.; Paper presented at Annual American Educational Research Association Convention (New York, New York, February 4-7, 1971)

Available from—Thomas J. Crowley, College of Basic Studies, Boston University, 871 Commonwealth Avenue, Boston, Massachusetts 02215 (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Behavior Patterns, College Students, *Counseling Effectiveness, *Interviews, Psychological Patterns, Reinforcement, *Response Mode, *Verbal Communication

Emotional expressiveness is generally considered to be an important verbal behavior in the therapeutic interview. The purpose of this research was to examine, within the limits of a low structured, counseling-type situation and under conditions of response contingent and non-contingent reinforcement, the existence of two emotional affect-type response classes. The results suggest that positive emotional affect constitutes a response class within such a situation. In addition, it would appear that experimenters can be taught to attend a specific classes of verbal behavior, to apply reinforcement contingent upon their occurrence, and to exercise a degree of control within an experimental interview. (Author)

ED 046 028 CG 006 107

Fox, Twilah A. And Others
Development of a Drug Rehabilitation Center or Mistakes We Have Made.

Tulsa Psychiatric Foundation, Okla.

Pub Date 70

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Crisis Therapy, Cultural Differences, *Drug Abuse, Drug Addiction, *Family Counseling, *Parent Child Relationship, *Program Content, Program Development

The authors discuss their first efforts at providing a contact point where young people could come for information crisis intervention and talk. Major mistakes, such as too exclusive reliance on ex-users, are elaborated. Clients' demographic and psychiatric data receive brief mention, as does the initial screening procedure. The bulk of the paper deals with the Day Treatment Center, open five days a week from 9:30 a.m. to 2:30 p.m. The weekly "program" is described, along with some of its underlying rationale. Among other results, it has been found that the use of professional, straight, middle-class personnel has been therapeutic for the client population. The paper concludes with a discussion about the use and outcomes of parent groups. (TL)

ED 046 029 CG 006 109

Lambert, Michael J. Finley, Robert E.
The Relationship of Counselor Attitudes to Training and Experience.

Utah Univ., Salt Lake City.

Report No—RDR-No-29

Pub Date Dec 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Counseling, *Counseling Theories, Counselor Acceptance, *Counselor Attitudes, Counselor Educators, Counselor Performance, *Counselors, Counselor Selection, *Counselor Training

The Test of Counselor Attitudes (Porter) was administered to five groups representing different levels of counselor training and experience. Significant differences were found between the groups on all five of the counselor attitudes measured: (1) evaluative; (2) interpretive; (3) understanding; (4) supportive; and (5) probing. As students receive more training, it was found that they demonstrate attitudes that are less evaluative, probing and supportive, and more understanding and interpretive. The results are discussed in terms of their congruence with approaches to counseling. Several cautions for interpreting the results are noted. (Author/TL)

ED 046 030 CG 006 110

Riedel, Donald C. And Others
Utilization Review and Evaluation in a Community Mental Health Center.

Connecticut Mental Health Center, New Haven; Yale Univ., New Haven, Conn.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 27 Oct 70

Note—12p.; Paper presented at Annual Meeting American Public Health Association (98th, Houston, Texas, October 26-30, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Health Services, Evaluation, Evaluation Criteria, Evaluation Methods, *Evaluation Techniques, Mental Health, *Mental Health Clinics, *Mental Health Programs, *Program Evaluation, *Psychiatric Services

The paper presents the conceptual framework and research strategy of the psychiatric utilization review and evaluation (PURE) project at the Connecticut Mental Health Center. Review by structure, by outcome and by process are considered briefly. The Basic Utilization Review Program was developed to provide a more sophisticated and economical analysis of process. The author's conception of utilization review encompasses a review of: (1) which patients come to the center; (2) what priorities are assigned to patients; (3) what services are provided; and (4) outcome. Four stages in the research program are delineated: (1) the development of criteria for evaluating patient care; (2) testing the criteria for feasibility, reliability and validity; (3) implementing the above utilization review mechanism; and (4) exporting the system of evaluation and review to other mental health centers. The general model is examined. (TL)

ED 046 031 24 CG 006 111

Hawley, Peggy
The Relationship of Women's Perceptions of Men's Views of the Feminine Ideal to Career Choice.

San Diego State Coll., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-028

Pub Date Oct 70

Grant—OEG-9-9-140028-0044(057)

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Counselors, *Females, Individual Characteristics, Interpersonal Relationship, Marriage, Perception, *Personality, *Psychological Needs, Role Perception, *Student Opinion, Teachers

A total of 136 women students: math science majors, counselors in training, and teachers in training were subjects in this study concerned with the relationship between women's career choice and their perception of men's views of the feminine ideal. As predicted, women's perceptions of men's views of the feminine ideal were differentially related to the careers for which they were preparing. Women in career areas traditionally considered masculine (math science) were most concerned with men's approval. Teachers in training tended to be more home-centered than job-centered. Counselors in training seemed to be less governed by their husband's wishes than either of the other groups. The math science subjects were more non-conforming in their choice of careers while counselors were more non-conforming in regard to their husband's wishes. (Author/KJ)

ED 046 032 24 CG 006 112

Jones, Mary E. Farley, Frank H.

Short- and Long-Term Retention as a Function of Variations in Stimulus and Response Interestingness. Report from the Motivation and Individual Differences in Learning and Retention Project.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-150

Bureau No—BR-5-0216

Pub Date Dec 70

Contract—OEC-5-10-154

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Interval Pacing, *Learning Processes, *Memory, Motivation, *Paired Associate Learning, *Retention, Time Factors (Learning)

This report focuses on memory research, using 'interestingness' as a variable in paired-associate (PA) learning and retention. Nine PA lists were constructed from 'interestingness' ratings (high, medium, and low) on both stimulus and response sides, and controls over associative properties of stimulus and response terms. Subjects (162) were assigned to the nine lists and to short-versus long-term (48 hour) retention intervals. No significant interaction between interest and short-versus long-term retention was obtained. Interest had a significant main effect on the response side, with middle levels of response 'interestingness' leading to best retention; a significant interaction was obtained between the stimulus and response terms with retention interval collapsed. It is anticipated that results obtained in this report will help generate new knowledge of the learning and memory processes, particularly their developmental relationship to individual differences and to motivation. (Author/CJ)

ED 046 033 24 CG 006 113

Klausmeier, Herbert J. And Others

Concept Learning: A Bibliography, July-December, 1969. A Supplement to Technical Report Number 82. Report from the Project on Situational Variables and Efficiency of Concept Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-147

Bureau No—BR-5-0216

Pub Date Nov 70

Contract—OEC-5-10-154

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Classification, *Concept Formation, Definitions, *Learning

This report, a supplement to "Technical Report Number 82," is designed to aid the researcher concerned with concept learning. It contains: (1) a rationale and strategy for compiling a bibliography of articles concerned with concept learning; (2) a definition of the word 'concept'; (3) a system for classifying articles by their content;

(4) a bibliography of relevant articles arranged alphabetically by author; and (5) a bibliography of the articles arranged according to their content. (Author)

ED 046 034 24 CG 006 114

Nelson, Dennis E. Jones, G. Brian
Effects of Contingency Management and Quasi-Individualized Instruction on Academic Performance and Attitudes. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-1-004

Pub Date Nov 70

Grant—OEG-9-9-140004-0024(057)

Note—124p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Attitudes, *Changing Attitudes, Culturally Disadvantaged, *Disadvantaged Youth, Educational Change, *Individualized Instruction, Instructional Innovation, *Instructional Programs, Student Improvement, Teaching Methods

This study postulated that if contingency management techniques were used to supplement an instructional system in which efforts toward individualization were being made, disadvantaged students would be influenced to produce more, and a higher quality of, academic behaviors and more favorable attitudes toward academically relevant concepts than would be produced by that instructional system alone or by conventional instruction. This report describes this study in terms of: (1) the problem and research strategy, including background and research techniques; (2) the experimental design and procedures, including treatment conditions, criterion instruments, and data collection; (3) results and discussion, including hypotheses on experimental versus control subjects, subjects "on" versus subjects "off" contingency management and individualized instruction versus control subjects, and subjects "on" versus subjects "off" contingency management; and (4) summary, conclusions, and implications. (Author/KJ)

ED 046 035 CG 006 126

Ferguson, Annabelle E.

Selected Administrative Factors and Guidance Functions: A Study of the Impact of Organization, Staff, and Finance Upon Guidance Functions.

Maryland Univ., College Park. Coll. of Education.

Pub Date 70

Note—336p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Administration, Administrative Personnel, Administrative Policy, Counseling, Counseling Programs, Counseling Services, *Counselor Functions, Counselor Performance, *Counselor Role, Counselors, Counselor Training, Financial Needs, *Financial Policy, Organization, Organizational Climate, Planning

This study examines selected administrative factors to discover their impact upon the functioning of a secondary school counselor. Three major null hypotheses are stated: there is no relationship between senior high school counselor functions and (1) the organizational pattern of guidance of pupil services; (2) the competencies implied by professional preparation and experience; and (3) the financial support for the guidance and pupil services program. Twenty-eight specific variables are examined. Findings indicated that only three of the 28 variables significantly influenced counselor functioning time-wise: (1) whether the counselor was trained primarily in Maryland; (2) the size of the county by secondary school enrollment; and (3) the number of guidance supervisors per county. Where these variables were operative, counselors were found to be devoting more time to counseling and consulting, and less time to coordinating and other non-guidance duties. Conclusions and recommendations are presented. (TL)

ED 046 036 CG 006 127

Pope, Harlyn Don

The Perceived Role of the University Residence Hall Student Assistant.

Oklahoma State Univ., Stillwater.

Pub Date Jul 70

Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Students, *Dormitories, Perception, *Resident Students, *Role Perception, Student Needs, *Student Personnel Services

Research concerning how 30 male and female students, 30 student assistants, and 30 housing administrators perceive the role of residence hall student assistants is presented. The instrument, utilized to secure these role perceptions, consisted of forty statements which were divided into four subscales: (1) authority; (2) buddy; (3) competence; and (4) interest. Among other findings, the research rejected the hypothesis that there are no significant differences, among the three participant groups, in their perceptions of the role of the effective student assistant. Significant differences between the sexes were found on eleven of the statements. Conclusions and recommendations complete the document. (TL)

ED 046 037 24 CG 006 128

Romberg, Thomas A. And Others

Mastery Learning and Retention. Report from the Project on Analyses of Mathematics Instruction.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-151

Bureau No—BR-5-0216

Pub Date Dec 70

Contract—OEC-5-10-154

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Learning Processes, *Mathematical Concepts, Memory, Performance, *Performance Factors, Recall (Psychological), *Retention, *Retention Studies, *Test Results

This paper reports results of two retention studies. In each, tests were given some time after instruction to a class of students whose initial level of performance was quite high. Results of these studies are summarized in terms of evidence related to the following questions: (1) to what extent are performances immediately following learning correlated with performances measured later? and (2) how much retention was there? For the first study on retention of probability concepts, the correlation between achievement scores immediately after learning and those obtained four weeks later was .78. Retention ratios were calculated for individuals (.60 to 1.05) for total test (.96), for each objective (.43 to 1.09), and for each item (.43 to 1.10). For the second study on recall of mathematical proofs the correlation between achievement scores immediately after learning and those obtained two weeks later was .75. Retention ratios were calculated for individuals (.33 to 1.25), for the total test (.93), for prerequisites (.97), for proofs (.79), and for correct steps within the proofs (.96). Results indicate that high initial performance may contribute to high retention. (Author)

ED 046 038 24 CG 006 129

Ghatala, Elizabeth Schwen

Memory Attributes: Some Directions for Further Research and Implications for Education. Report from the Situational Variables and Efficiency of Concept Learning Project.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-27

Pub Date Dec 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Individual Characteristics, Individual Development, *Individual Differences, *Learning, Literature Reviews, *Memory, Research Design, *Research Reviews (Publications)

The conceptualization of memory as consisting of a collection of attributes was explored. Underwood's (1969) work on attributes of memory was reviewed. Following this, several paradigms for further research were suggested. One research paradigm dealt with individual differences and memory attributes. It was suggested that individuals may differ in the extent to which they develop or utilize certain types of attributes. A second research paradigm dealt with the types of organization imposed by a subject during the learning of a list of verbal items. Finally, some selected research on second-order storage and

retrieval plans was reviewed. Implications of research on memory attributes for education were discussed. (Author)

ED 046 039 24 CG 006 130

Bonacich, Phillip

Mathematical Analyses of High School Social Structures. Final Report.

California Univ., Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0278

Pub Date Dec 70

Grant—OEG-9-9-140278-0037(057)

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cocurricular Activities, Factor Analysis, *Group Status, Group Structure, *High School Students, *Peer Acceptance, Peer Relationship, *Socialization, *Sociometric Techniques, Student Participation

Three different approaches to the creation of popularity indices from sociometric data are described. One involves a factor analysis of the sociometric matrix and the other two are different approaches to the weighting of sociometric choices. All turn out to have the same mathematical solution when the relationships are symmetric; it is certain eigenvectors of the sociometric matrix. This technique has the additional benefit of giving the clique structure at a glance. The technique is compared to Hubbell's (1965) method for clique identification. The method is then illustratively applied to structural data on the pattern of overlap in membership among a set of high school activities. A measure of "centrality" in this structure, analogous to individual popularity in sociometric structures, is calculated for each of the activities and the results are compared to common sense expectations about high school activities. (Author)

ED 046 040 CG 006 131

Houghton, Hubert W. Trexler, Laura M.

Inventory of Counselor Education Programs, 1965-1966.

Office of Education (DHEW), Washington, D.C. Report No—OE-25051

Pub Date 67

Note—58p.

Available from—Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402. (\$0.45 per copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Programs, Colleges, Counselor Educators, *Counselor Training, *Directories, *Educational Programs, Guides, *Program Guides, Surveys, Universities

This bulletin offers information which should be useful to counselor educators, state supervisory staffs in guidance, college administrators, potential counselor trainees, and counselors desiring advanced training. Information for the inventory was obtained through a survey questionnaire, sent to all counselor education institutions listed in the 1964 "Directory of Counselor Educators" and to additional institutions identified by state supervisors of guidance as offering a counselor education program. Responses were received from 297, or 88.4 percent of the 336 colleges and universities known to offer such programs. Data are summarized and presented in tabular and narrative form to indicate the characteristics of the programs in institutions. The program directors are listed and may be contacted for further information. (NE)

ED 046 041 CG 006 132

Beedy, Vernon And Others

A Prevocational and Social Adjustment Program for Educable Retarded Adolescents: A Pilot Project. Milwaukee Media for Rehabilitation Research Reports. Number 10.

Curative Workshop of Milwaukee, Wis.; Wisconsin Univ., Milwaukee.

Pub Date Jan 71

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activities, Adolescents, *Educable Mentally Handicapped, Mentally Handicapped, Mental Retardation, Program Descriptions, *Program Design, *Social Adjustment, Vocational Adjustment, Vocational Counseling, *Vocational Development

The primary object of this project was to provide a program encompassing vocationally-oriented enrichment activities for the educable

retarded adolescent, whose retardation can be defined in terms of the following developmental areas: (1) educational; (2) mental; (3) social; and (4) vocational. Included in this report are sections on: (1) an introduction including a description of activities; (2) vocational adjustment which discusses role playing, counseling, films, interests, and tours; (3) educational adjustment which discusses teaching units on several subjects, classroom procedures, and choosing a curriculum; (4) social adjustment which discusses parents' attitudes and vocational goals, parents' evaluation of the program, and results; and (5) evaluation of the project, by client, parent and staff. (Author/KJ)

ED 046 042

CG 006 133

Engel, John
An Approach to Standardizing Human Performance Assessment.

Human Resources Research Organization, Alexandria, Va.; Texas Tech Univ., Lubbock.
Pub Date Mar 70

Note—14p.; Presentation at the Planning Conference of Standardization of Tasks and Measures for Human Factors Research, Lubbock, Texas, March, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, Criteria, Evaluation Methods, *Evaluation Needs, *Human Development, Job Analysis, Measurement Techniques, *Performance Criteria, Performance Factors, *Task Analysis, Task Performance

The standardization and evaluation of methods of performance assessment represents an important area of concern. In this paper an approach that concentrates on two critical areas and the relationship between them is discussed. These are: (1) a task classification system; and (2) a performance measure classification system. An example is presented that illustrates some preliminary research related to the use of a performance measure classification system. The paper concludes by suggesting areas and directions for future research efforts. (Author)

ED 046 043

CG 006 134

Gaite, A. J. H.
On the Validity of Non-Promotion as an Educational Procedure.

Wisconsin Univ., Madison.

Pub Date [69]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Failure, Academic Performance, *Achievement Gains, Learning Processes, Performance Factors, *School Holding Power, Secondary School Students, *Student Characteristics, Student Improvement, *Student Promotion

The validity of the argument that non-promotion and subsequent repetition of the work in a grade will lead to an improvement in performance was examined. The subjects were 642 students in grades 8-11. The data was derived from the year-end marks that each student received in the subject areas, upon which the decision to promote or retain was made. Two sets of data were collected for each subject area, Yr. I and Yr. II, and these were compared for differences. The results indicated that while repeating students did show significant improvement in some subject areas (Yr. I: Yr. II: $p < .01$) this was not true of all subject areas. Further, even in cases of significant improvement the gain was hardly sufficient to justify a whole year's extra work. Students repeating a whole grade and thus retaking in some cases subject matter that they had successfully completed once, showed a marked drop in performance. It was concluded that non-promotion could not be justified on the grounds that it would result in a meaningful improvement in performance as this is reflected in scholastic evaluative procedures. (Author)

ED 046 044

CG 006 135

Martin, Robert F.
Toward a Conceptualization of Learning Processes in the College Classroom I: A Review of Operant Research.

Denver Univ., Colo.

Pub Date [69]

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *College Instruction, Educational Research,

Educational Strategies, Higher Education, *Operant Conditioning, Programed Instruction, *Psychoeducational Processes, Reinforcement, *Research Reviews (Publications)

The theory of and research on the application of operant procedures to the college classroom is reviewed. Practical limitations of these procedures and shortcomings of this research are discussed. Covered in this paper are: (1) theoretical foundations; (2) operant foundations in education; (3) research on programed instruction; (4) the effectiveness of operant applications; (5) variables in applications; (6) research implications; (7) applications in higher education; and (8) a conclusion and implications for the future. (Author/KJ)

ED 046 045

CG 006 136

Sarrel, Phillip M. Sarrel, Lorna J.
A Sex Counseling Service for College Students.

Yale Univ., New Haven, Conn.

Pub Date 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Contraception, *Counseling Programs, *Counseling Services, Pregnancy, Program Descriptions, *Program Development, *Sex Education, *Sexuality, Student Needs

The setting up and functioning of a sex counseling service at Yale College is discussed. The service is staffed by a husband and wife, gynecologist and social worker respectively, functioning as a team, with the goal of helping students with any problem relating to sexuality. The sex counseling service was placed within the Mental Hygiene Division of University Health since the psychiatric staff had a good reputation among students. A good response was noted the first year, with a total of 387 cases. The three major categories of problems: (1) requests for birth control; (2) pregnancy; and (3) sexual dysfunction or concern, and the clinic's approach to each are described. A case study is included. The value of a cotherapy team is discussed. The paper concludes with a brief section on campus response. (Author/KJ)

ED 046 046

CG 006 137

Ziegler, Warren L. Marien, Michael M.
An Approach to the Futures - Perspectives in American Education.

Syracuse Univ. Research Corp., N.Y.

Pub Date May 70

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Change Agents, *Educational Innovation, Educational Needs, *Educational Planning, *Educational Policy, Educational Research, Educational Strategies, Relevance (Education), Social Change, Social Factors, *Systems Development, Technology

This paper discusses the Futures-Perspectives in American Education which is a method of educational planning which attempts to comprehensively and systematically speculate about long term possibilities in the educational domain and social environment. Part I is concerned with what it means to think about the future. Methods for thinking about alternative educational futures are presented with the underlying assumptions that education is not an isolated set of phenomenon, independent of other sectors of society; consequently planning must be done in conjunction with speculation about changes in the technological and societal environment which might effect education. Part II reviews the plans of American Education for the future. Five models have been developed to synthesize the major ways of viewing the future: (1) the future as the present; (2) the future as an extrapolation of the present; (3) the single alternative future; (4) the technological future; and (5) the comprehensive future. Part III presents the conceptual, organizational, and methodological problems involved in the futures perspective. Two critiques of the paper are also included. (RSM/Author)

ED 046 047

CG 006 138

Greene, Elaine
Counselor Verbal Behavior as a Function of Client Demeanor. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-024

Pub Date Jun 70

Grant—OEG-2-9-420024-1019(010)

Note—111p.

Available from—Elaine Greene, 32 Sanford Street, Rochester, New York 14620

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Patterns, Counselor Characteristics, *Counselor Performance, Empathy, *Interpersonal Relationship, *Interviews, Psychological Characteristics, *Response Mode, *Verbal Communication

The purpose of this investigation was to study the verbal behavior of counselors emitted in response to different emotional dispositions of clients. Aggressive and submissive client "stimuli" were the focus of study. Two members of a college drama group, trained in the role of a submissive and an aggressive client, respectively, were interviewed by 31 counselors, who had been requested to conduct intake or "disposition" interviews with these "students" on the college counseling center waiting list. The half-hour tape-recorded interviews were analyzed for counselors' verbal behavior using a revision of Bales' (1950) Interaction Process Analysis system, developed by Gamsky (1965). Analysis of the data indicated that counselors do emit significantly different verbal behavior, as well as to such behavior aimed at themselves rather than toward others. Submissive individuals elicit "comforting" reactions and reflections of their feelings significantly more than do aggressive individuals. The latter tend to evoke more passivity, more avoidance, and more active interpretive responses from counselors. Discussion of the results of the study included some suggestions concerning the implications of these findings, as well as ideas for further research. (Author)

ED 046 048

CG 006 139

Symposium on Applying Knowledge from the Behavioral Sciences to Social Legislation Programs. Summary of Conclusions and Recommendations.

Brookings Inst., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0239

Pub Date Oct 70

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Sciences, Educational Sociology, *Government Role, *Information Dissemination, *Information Utilization, Social Problems, *Social Sciences, Symposia

Symposium participants were divided among "providers" of social science knowledge and "consumers." Objectives addressed by these participants were: (1) to examine the extent of existing knowledge in the behavioral sciences area; (2) to analyze actions needed to make this knowledge available in useful form; and (3) to identify governmental actions required to increase the applied benefits of this knowledge. Recommendations included the following: (1) a systematic approach by the federal government in communicating its research needs; (2) establishment of a national conference on the role of the social sciences in the solution of national problems; (3) a continuous effort by social scientists to inform public personnel of the potential of social science knowledge to contribute to implementation of social policies; (4) efforts to increase the flow of social data to operating agencies; (5) inclusion of a utilization plan in final reports of commissions and task forces; and (6) establishment by Congress of rotating professorships for behavioral and social scientists and graduate students within the Library of Congress to research and analyze relevant public policy issues and to advise Congress. A roster of participants is appended. (CJ)

ED 046 049

24

CG 006 140

Wiviott, Suzanne Pasch

Bases of Classification of Geometric Concepts Used by Children of Varying Characteristics. Report from the Project on Situation Variables and Efficiency of Concept Learning. Part I.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-No-143

Bureau No—BR-5-0216

Pub Date Oct 70

Contract—OE-5-10-154

Note—115p.; Ph. D. dissertation

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Patterns, Children, Classification, *Cognitive Development, *Concept Formation, *Geometric Concepts, *Learning, Mathematics, *Response Mode

This document presents Part I of a two-part study which sought to ascertain the relationship of grade level, achievement level, sex, and method of presentation to the various bases by which children classify geometric concepts. Two tasks, administered consecutively to 96 subjects in grades five, eight and eleven, consisted of the sequential presentation of an array of eight geometric concept cards (Task I), and a 26-item picture array of geometric concept instances presented simultaneously (Task II). Responses for Task I were categorized as: Perceptible, Attribute, Nominal, and Subject-fiat. Responses on Task II were categorized as: Perceptible, Attribute, and Nominal. Essential findings, which are summarized in Part II, were that an increase in grade level was accompanied by decrease in the use of the Perceptible basis of classification and an increase in the Attribute and Nominal; high achievers used the Perceptible category less and the Attribute and Nominal categories more than low achievers; sex differences were not significant; and subjects who were presented with pictorial stimuli gave more Perceptible responses than those presented with verbal stimuli on Task I. For summary, appendices, and references, see CG 006 041. (Author/CJ)

ED 046 050 24 CG 006 141

Wiviott, Suzanne Pasch

Bases of Classification of Geometric Concepts Used by Children of Varying Characteristics. Report from the Project on Situational Variables and Efficiency of Concept Learning. Part II.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-No-143

Bureau No.—BR-5-0216

Pub Date Oct 70

Contract—OEC-5-10-154

Note—44p.; Ph.D. dissertation

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Children, Classification, *Cognitive Development, *Concept Formation, *Geometric Concepts, *Learning, Mathematics, *Response Mode

This document, Part II of a two-part study, is the summary chapter of a report which sought to ascertain the relationship of grade level, achievement level, sex, and method of presentation to the various bases by which children classify geometric concepts. Two tasks, administered consecutively to 96 subjects in grades five, eight, and eleven, consisted of the sequential presentation of an array of eight geometric concept cards (Task I), and a 26-item picture array of geometric concept instances presented simultaneously (Task II). The summary and implications of the research are presented in this volume, along with appendices which pertain to: materials; instructions to students; initial response data for Task I and Task II; and means and standard deviations for total response analyses of Task I and Task II. A reference list is also included. For the first portion of the report, see CG 006 140. (Author/CJ)

ED 046 051 CG 006 142

Delaney, Daniel J. And Others

The Effectiveness of Instruction-Simulation on the Training for Counselor Tacting Response Leads.

Illinois Univ., Urbana.; Syracuse Univ., N.Y.

Pub Date (69)

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Counseling, Behavior Change, Behavior Theories, *Counseling, Counseling Effectiveness, Counseling Theories, Counselor Functions, Counselor Performance, *Counselor Training, Simulated Environment, *Simulation, Simulators, *Video Tape Recordings

This study investigates the effectiveness of an instruction-simulation videotape in training counselor candidates to use counselor-tacting response leads (CTRL's). Such verbal responses are viewed as essential to behavior modification therapy since they operationally define specific behavioral events and the stimulus conditions associated with these events. Three propositions were tested and accepted: (1) that immediate learning takes place; (2) that this learning was generalized to actual counseling by the counselor candidates; and (3) that the use of CTRL's did not inhibit or hinder other counselor behaviors which were examined. (TL)

ED 046 052

Lauver, Philip J.

A Systems-Derived Performance-Based Counseling Techniques Curriculum.

Indiana Univ., Bloomington.

Pub Date 5 Feb 71

Note—21p.; Paper presented at the American Educational Research Association in New York, New York, February 4-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Counseling, Counselor Evaluation, *Counselor Functions, Counselor Performance, *Counselor Training, *Course Content, *Curriculum Development, *Practicums, Professional Education, *Systems Analysis

The report discusses the use of systems techniques to answer the question of what should be taught in a prepracticum course, Techniques of Counseling. The approach required: (1) definition of counselor problem-solving functions, and (2) construction of a system model of effective counseling in order to identify the skills and information needed to perform those functions. Three primary counselor functions are considered: (1) understanding client problems, (2) doing counseling, and (3) evaluating counseling. Terminal behavioral objectives, pertinent to each of these functions, were developed for the Techniques of Counseling course and were based on the needed skills and information identified through the systems model. Students were observed to effect planned behavioral change after successfully performing the terminal behavioral objectives of the course. (TL)

ED 046 053

Miller, Thomas V.

The Effect of Self and In Vivo Desensitization on Counselor Trainee Anxiety and Performance.

Toledo Univ., Ohio.

Pub Date (69)

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, *Counseling Effectiveness, *Counselor Performance, *Counselor Training, Discrimination Learning, Learning Theories, *Professional Training

The rationale, planning and implementing of this research is discussed in terms of its three hypotheses: (1) that both self desensitization and in vivo desensitization would result in lower Fear Index and Anxiety Differential scores of counselor trainees just prior to communicating with a role playing client in a counseling room where they are observed by their supervisors; (2) that in vivo desensitization would be more effective than self desensitization for reducing anxiety in the situation described; and (3) that both treatment groups would have higher performance scores on certain performance evaluation criteria than the control group. None of these hypotheses were supported. Possible explanations and data on subject variables are discussed. (TL)

ED 046 054

Vander Wilt, Robert B. Klocke, Ronald A.

An Experimental Studies Program in General Education After One Year.

Mankato State Coll., Minn.

Pub Date 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Educational Change, *Educational Experiments, *Educational Improvement, *Educational Innovation, Educational Objectives, Educational Planning, Innovation, *Program Descriptions, Program Development, *Student Needs

The widespread feeling that college officials neglect and ignore student needs in the college curriculum, as well as a concern for the alternatives available to students in the area of general education precipitated the development of this program. The program's directions and goals are systematically elaborated in this report. The basic direction sees the student as the unit of instruction. The academic aspect is based on the "principle" of departing drastically from Mankato's present academic program. Goals include: (1) achieving traditional educational aims through non-traditional means, (2) beginning with the student and not the curriculum, and (3) using interdisciplinary, more involving, and more comprehensive techniques. The operationalizing of these techniques is spelled out. Other aspects are discussed: (1) student and faculty selection, (2)

CG 006 143

living arrangements and facilities, and (3) governing processes. Administrative, faculty, and student reactions are presented. On the whole, they indicate much support for this experimental effort. Conclusions and suggestions, based on observations and experiences of the program's first year, conclude the report. (TL)

ED 046 055

More People Without Jobs: The Case of Remote Alaskan Settlements. Final Report.

Wisconsin State Univ., Superior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-E-127

Pub Date Jun 70

Grant—OEG-5-9-127-0007(010)

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Cultural Factors, *Educational Background, *Employment Patterns, Indigenous Personnel, *Job Market, Research, Sociocultural Patterns, *Unemployment

Identifiers—Alaska

While individuals from outside Alaska are recruited at premium pay, attracted with various monetary incentives, the Alaska Native experiences an extremely high rate of population increase which constitutes a virtually wasted labor reservoir. This study is intended as a benchmark approach against which the rate of progress of the Alaska Native might be measured and evaluated as he is involved in the development of Alaska. Discussed are: (1) rising trends in population; (2) change in living patterns from nomadic to sedentary; (3) uneven economic patterns; (4) cultural and educational attitudes; and (5) land uses and potentialities. It is anticipated that this study will provide a basis for further work and that the material will be available for comparison with information from the 1970 census. (Author/CJ)

ED 046 056

Arnold, Charles B. Cogswell, Betty E.

A Condom Distribution Program for Adolescents: The Findings of a Feasibility Study.

American Public Health Association, Inc., New York, N.Y.; North Carolina Univ., Chapel Hill; Yeshiva Univ., Bronx, N.Y. Albert Einstein Coll. of Medicine.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 29 Oct 70

Note—19p.; Paper presented at the American Public Health Association Convention in Houston, Texas, October 26-30, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Contraception, *Disadvantaged Youth, *Family Planning, *Illegitimate Births, *Lower Class Males, Males, Pregnancy, Sex Education, *Social Problems

This paper describes a family planning service for adolescent males in an inner-city area. The program utilized the distribution of free condoms through local commercial outlets (barber shops, grocery stores, pool hall, restaurant). The proprietors agreed to distribute condoms in the target area which included approximately 3,000 males aged 12-26 years old. In a 13 week feasibility test, over 18,000 condoms were distributed. Results indicated that the number using a condom with their last coitus increased markedly. Conclusions drawn included: (1) that the condom is an acceptable contraceptive, especially for adolescent males; (2) that inner-city adolescent men do wish to prevent unwanted births; and (3) that commercial outlets are effective free distribution centers. (TL)

ED 046 057

Faunce, R. W. Johnson, Larry

Drugs: A Pilot Study of Minneapolis Secondary School Students.

Minneapolis Public Schools, Minn.

Pub Date Jun 70

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Curriculum Planning, *Drug Abuse, Health, *Health Education, Lysergic Acid Diethylamide, Marihuana, Questionnaires, *Secondary School Students, *Student Attitudes, Student Behavior, Student Opinion, Surveys

The results of a survey of over 1800 junior high and senior high school students are

presented. Purposes of the survey were: (1) to obtain information about the extent of drug use and experimentation; (2) to obtain suggestions for improving Minneapolis Public Schools' health education curriculum; and (3) to pretest the drug education questionnaire which is subsequently to be used city-wide. Response indicated that: (1) 15-25% of the students have tried marijuana; (2) few students indicate regular use of harder drugs; (3) the majority of students say that most drugs are harmful; and (4) most students view both marijuana and tobacco as harmful. School classes, books, magazines, friends, T.V., and movies were given as the major source of drug information. Recommendations for the curriculum are included. (TL)

ED 046 058

CG 006 150

Yost, Michael

A Longitudinal Study of Reactive Curiosity, Manifest Anxiety, and Achievement in Elementary School.

Upper Midwest Regional Educational Lab., Inc., Minneapolis, Minn.

Pub Date [67]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Achievement, Achievement Rating, *Anxiety, *Curiosity, *Educational Innovation, Elementary School Curriculum, *Elementary School Students, Innovation, Instructional Innovation, Student Motivation

The study attempted to determine: (1) whether achievement in the early school years is related to anxiety and curiosity in later school years; and (2) whether anxiety and curiosity in early school years are related to achievement in later school years. The Stanford Achievement Test (SAT), the Children's Manifest Anxiety Scale (CMAS), and the Children's Reactive Curiosity Scale (RCS) were used to pre- and post-test 73 boys and girls in a traditional, structured school, and 74 boys and girls in an innovative, unstructured school. Procedures and statistical analyses of data are included. Results indicate that there is a significant correlation between fourth grade anxiety and sixth grade achievement for boys in the traditional school, and between fourth grade curiosity and sixth grade achievement for girls in the traditional school. No other significant correlations were found. Discussion focuses on possible explanations. (TL)

ED 046 059

CG 006 151

A Survey of Secondary School Students' Perceptions of and Attitudes Toward Use of Drugs by Teenagers. Part I, Part II, Part III; A Survey of Secondary School Teachers' Perceptions of the Role of the Schools in Dealing with Teenage Drug Use. A General Overview of Survey Findings.

Montgomery County Public Schools, Rockville, Md.

Pub Date 70

Note—354p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Drug Abuse, *Health Education, *Lysergic Acid Diethylamide, *Marihuana, Public Health, *School Surveys, *Secondary School Students, Student Attitudes, Student Behavior, Student Needs, *Student Opinion, Student Problems, Student School Relationship, Surveys

Three volumes report the findings of a student survey among a random sample of 2,777 junior high and senior high school students. Volume one presents the overall findings: the typical student believes that drug use and experimentation are not common, except for marijuana, alcohol, cigarettes, and glue; believes that drug use is increasing; is not fully convinced of the dangers; may well try drugs some day; and both needs and wants instruction. Volume two, an analysis of the data about students' self reports regarding involvement with marijuana, indicates that "users" view the teenage drug scene very differently from "non-users". This is elaborated upon. In the third volume, data was used for developing a procedure for comparing climate for drugs among different groups of teenagers living in different neighborhoods and attending different schools. A survey given to teachers indicated that they feel that the school, the home, public health agencies and other social institutions should share the responsibility for drug education, and are committed to a school program of instruction as a major response to the problem. (TL)

ED 046 060

CG 006 183

Hoy, Wayne K.

An Investigation of the Relationships Between Characteristics of Secondary Schools and Student Alienation. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-160

Pub Date Jan 71

Grant—OEG-2-700011(509)

Note—169p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*High School Students, *Organizational Climate, *School Environment, *Student Alienation, Student Attitudes, *Student School Relationship

Three sets of hypotheses served to delineate the focus of this study: (1) the more open the organizational climate of the high school, the less custodial the pupil control orientation of the school, (2) the more custodial the pupil control orientation of the school, the greater the total alienation of the students, and (3) the more open the organizational climate, the less the total alienation of the students. Data were collected from students, faculty, and administrators in 45 high schools in New Jersey. Instruments were the Organizational Climate Description Questionnaire, a Pupil Attitude Questionnaire, and demographic student and school data. From study results, a prototypic high school with a high degree of alienation might be sketched as a school characterized by the following: a more custodial pupil control orientation, a more "closed" organizational climate, a lower percentage of minority students, higher equalized valuation per students, larger and non-urban. More research is necessary to explore the relationship between student alienation and more organizational variables. (Author/CJ)

ED 046 061

24

CG 006 184

Schwartz, Audrey James

Traditional Values and Contemporary Achievement of Japanese-American Pupils.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—CSE-R-65

Bureau No—BR-6-1646

Pub Date Dec 70

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cultural Pluralism, Educational Attitudes, *Goal Orientation, *Japanese American Culture, *Japanese Americans, Occupational Aspiration, Personal Values, Students, *Values

Americans of Japanese ancestry rank higher than any other physically identifiable subgroup on positive attributes and lowest on negative ones. The thesis of this paper is that their success depends more on the value orientations that differentiate the two groups than upon those held in common. Data were obtained from a survey of 2200 pupils enrolled in grades six, nine, and twelve in 23 racially-mixed Los Angeles schools. Comparison of Japanese-American and Anglo samples on value orientation variables support the hypothesis that the comparatively high achievement of Japanese-Americans is related more to traditional Japanese cultural values than to acquired American values. While the two groups are similar in appreciation of the value of education and the importance of peers, the Japanese-Americans are more expressive toward school, have less belief in individual action, and have higher occupational aspirations. Japanese-Americans appear to be less acculturated to the values of the American middle class than generally believed, and explanations which rely on theories of acculturation do not adequately account for their success in American society. (Author/CJ)

ED 046 062

CG 400 029

Integrated Personnel Services Index. Volume 3, Number 1.

Michigan Univ., Ann Arbor. Counseling and Personnel Services Information Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Jan 71

Contract—OEC-3-6-002487-1579-(010)

Note—241p.

Available from—Educational Resources Information Center, Counseling and Personnel Services, University of Michigan, 611 Church Street, Ann Arbor, Michigan 48104

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Abstracts, *Annotated Bibliographies, Bibliographies, Counseling Services, Guidance Services, *Indexes (Locators), *Pupil Personnel Workers, Research Reviews (Publications), *Student Personnel Work

This issue begins the third year of publication of this comprehensive index to the literature of the counseling and personnel services fields. Included are 1439 entries drawn from ERIC documents, dissertations, journal articles, and books. Each entry is annotated and availability of the original document is given. The entries are cross-referenced in a subject index and an author index. Materials in this issue are drawn from those made available during the time period of January through June, 1970. (JM)

EA

ED 046 063

EA 003 182

Hills, Jean

Organization, Organizational Change, and Organizational Improvement in Education.

Pub Date [70]

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Models, *Organizational Change, *School Organization, *Systems Analysis, Systems Approach

This paper presents a conceptual framework for the future study and development of new structures for organizing education in metropolitan areas. Intended as a step toward development of general organizational rules, it attempts to (1) refine and reduce to a general rule the concepts of organization, organizational change, and organizational improvement; and (2) link these concepts to human organization. (Hard copy may reproduce poorly because of marginal legibility.) (LLR)

ED 046 064

EA 003 183

Brain, George B.

National Assessment -- Evaluation and Accountability.

Pub Date Oct 70

Note—14p.; Paper presented at National Association of State Boards of Education meeting. (October 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Testing, Educational Objectives, Educational Planning, Educational Testing, *Evaluation, *Evaluation Methods, *Evaluation Techniques, Measurement, *Measurement Techniques, Performance, Student Behavior, Student Testing, Testing Programs

Most standardized testing programs do not furnish examples of the kinds of information young people actually know. Instead they indicate only (1) how far an individual student is above or below an average score, and (2) the average score of a classroom or a school in relation to others. In contrast, National Assessment evaluates educational changes within the larger population, its purpose being to provide more adequate information about educational quality on a regional and a national basis. Based on a model of statistical sampling similar to public opinion polls, this program describes the knowledge, skills, attitudes, and understandings of groups of persons at the ages of 9, 13, 17, and young adults. National Assessment measures "population knowledge," rather than the knowledge of an individual. Results for science and citizenship show two trends: (1) knowledge of students increases with age, and (2) adults tend to forget much of what they learned in school. (Author/LLR)

ED 046 065

EA 003 184

Banks, Jerry Hohenstein, C. L.

Conceptual Models and Procedures for Predicting Higher Education Enrollment.

Pub Date Oct 70

Note—34p.; Paper presented at Operations Research Society of America National Meeting (38th, Detroit, Michigan, October 28-30, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, Enrollment, Enrollment Influences, *Enrollment Projections, *Enrollment Trends, *Mathematical Models, *Multiple Regression Analysis, Tables (Data)

Three mathematical models and their enrollment projections for higher education in Georgia are presented. The first model is an extrapolation of current trends. The second model is a simple linear regression model based on steady growth. The third is a multiple regression model attempting to account for the influences of several variables simultaneously. Projected enrollments for models I and II are similar to each other, but projections using model III are markedly higher. (Figure IV on page 33 may reproduce poorly in hard copy because of marginal legibility.) (RA)

ED 046 066

EA 003 185

Weathersby, George B.

Student Tuition Models in Private and Public Higher Education.

Pub Date Sep 70

Note—27p.; Paper presented at Operations Research Society of America National Meeting (38th, Detroit, Michigan, October 28-30, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, Educational Finance, *Higher Education, Manpower Needs, *Mathematical Models, Private Colleges, Private Financial Support, State Aid, Student Costs, *Tuition

This paper presents a mathematical model for use in determining student tuition charges at public and private institutions. This model treats higher education as an economic commodity, with the price to the consumer—in the form of tuition—as an algebraic function of supply, demand, and quality. The model provides one set of solutions to such problems as the optimum size and the pricing policy of private institutions, the pricing policies associated with various public objectives, and the extent to which the public sector should subsidize higher education. The model, which is simple and abstract, offers no definitive answers, but does provide a framework for the creation of a rational pricing policy for higher education. (RA)

ED 046 067

EA 003 186

Rumble, Richard T.

A Computer Solution of the Parking Lot Problem.

Pub Date 28 Oct 70

Note—19p.; Paper presented at Operations Research Society of America National Meeting (38th, Detroit, Michigan, October 28-30, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Graphics, *Computer Programs, *Design, *Design Needs, Geometric Concepts, *Parking Areas, Parking Controls, Traffic Circulation

A computer program has been developed that will accept as inputs the physical description of a portion of land, and the parking design standards to be followed. The program will then give as outputs the numerical and graphical descriptions of the maximum-density parking lot for that portion of land. The problem has been treated as a standard optimization one in which the number of parking stalls are to be maximized subject to the constraint that a statistically representative vehicle could easily maneuver in the lot. Dynamic programming was used to obtain the optimum solution. (Author)

ED 046 068

EA 003 187

Halverson, Jerry F.

The Analysis of a Strike.

Pub Date 19 Nov 70

Note—25p.; Paper presented to National Organization on Legal Problems of Education Annual Meeting (16th, New Orleans, Louisiana, November 19-20, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Negotiation, Court Litigation, *Labor Problems, Legislation, *Negotiation Agreements, *Teacher Militancy, *Teacher Strikes

This report describes the teachers' strike in Los Angeles in spring 1970, and analyzes (1) the events leading up to the strike, (2) the negotiations during the strike, and (3) the aftermath of the strike with its resulting lawsuits. The report is written from the board of education viewpoint, and concludes that more legislation must be designed to cover collective bargaining and strikes. (JF)

ED 046 069

EA 003 188

Burr, Donald F.

"The Schoolhouse of 1980."

Pub Date 25 May 70

Note—32p.; Paper presented at Pacific Coast Builders Hardware Annual Conference (25th, Victoria, British Columbia, May 25, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architects, *Educational Facilities, Educational Problems, *Individualized Instruction, Open Plan Schools, *School Design, School Planning, *Teacher Role

The major differences between the school of 1980 and that of today will be emphasis on individualized learning. Another trend will be the changing role of the teacher from a lecturer and verbal source of facts to a manager of the learning process and source of counseling and motivational support for students. Physical facilities will be characterized by open space planning to provide variety and flexibility in the use and size of spaces and to reduce conventional hallway space. Educational facilities of 1980 will also be made available as learning centers for people of all ages because the process of education will include learning experiences in the community. (Hard copy may reproduce poorly because of marginal legibility.) (Author/MLF)

ED 046 070

EA 003 189

Hubbard, Ben

Decentralization.

Pub Date 20 Nov 70

Note—7p.; Paper presented at National Organization on Legal Problems of Education Annual Meeting (16th, New Orleans, Louisiana, November 20, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Board of Education Role, Boards of Education, *Community Control, *Community Involvement, *Decentralization, Educational Finance, *School Community Relationship, School District Autonomy

This document defines some concepts of decentralization and outlines a number of legal problems inherent in the process. According to this paper, decentralization covers the spectrum from distribution of administrative functions to local board assumption of power. Some legal problems involve method of finance, abolition of old positions, and acquisition of new administrative skills needed under the new system. Not only must persons involved with educational legal problems find ways to experiment successfully, but they must also develop sound legal structures upon which to ensure the permanency of their experiments. (JF)

ED 046 071

EA 003 192

Hooker, Clifford P. Mueller, Van D.

The Relationship of School District Organization to State Aid Distribution Systems. Part II: Generalizations to State Finance Models.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—NEF Proj-Spec Stud-No-11

Pub Date 70

Note—275p.

Available from—National Educational Finance Project, Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., University of Minnesota, Minneapolis, Minnesota

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Assessed Valuation, *Educational Equality, *Educational Finance, Educational Opportunities, Equal Education, Models, *Organizational Change, School Taxes, *State Aid, *State School District Relationship, Tax Effort, Tax Support

Identifiers—ESEA Title V

This document contains (1) a 48-State summary of school district organizational development, 1932-1968; (2) a review of the literature concerning local district organization, equalization of educational expenditures, and the intermediate unit; (3) the findings and analyses regarding interaction between fiscal conditions and school district reorganization in a sample of 16 States; and (4) the generalizations to State finance models. Appendixes list project personnel, sampling procedures, and statistical data. Research for this document was funded under Title V of

ESEA. (Related documents are EA 003 123 and EA 003 193.) (Author/LLR)

ED 046 072

EA 003 193

Hooker, Clifford P. Mueller, Van D.

The Relationship of School District Reorganization to State Aid Distribution Systems. Part I: Patterns of School District Organization.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—NEFP-Special Study-11

Pub Date 70

Note—196p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Educational Finance, *Intermediate Administrative Units, *Regional Programs, School Districts, *School Organization, School Statistics, *State Aid, *State School District Relationship, State Surveys, Statistical Data Identifiers—ESEA Title V

This report consists of the basic documentation concerning a study of the impact of school district organization on State support programs. State aid programs for school district reorganization and other statutory provisions affecting school district reorganization were identified through a survey of the 48 contiguous States. Included are state-by-state discussions of (1) local school district organization, (2) regional and intermediate units, and (3) state aid to local districts. Statistical data are appended. Research for this report was funded under ESEA Title V. (Related documents are EA 003 123 and EA 003 192. [Not available in hard copy due to marginal legibility of original document.] (Author/LLR)

ED 046 073

EA 003 194

Abramson, Paul

Schools for Early Childhood. Profiles of Significant Schools.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Sep 70

Note—56p.

Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architects, *Building Design, Disadvantaged Youth, *Early Childhood Education, *Educational Facilities, Financial Problems, Instructional Materials Centers, *Program Development

The focus of this publication is on the creation of learning facilities for two-, three-, and four-year-old children. This volume illustrates graphically (1) 11 new centers that were specifically constructed for early education, and (2) old facilities—houses, storefronts, and warehouses—that have been successfully remodeled to provide early education centers. Also described is a nonschool approach to early learning for communities where lack of finances or interest limits the development of early education centers. The structures vary widely in space usage, types of equipment, and genre of teaching aids, differences dictated by considerations of finances or space. Because some facilities designs are the results of decisions concerning the program the school is offering, these program objectives are spelled out. (Photographs may reproduce poorly.) (Author)

ED 046 074

EA 003 195

Kennedy, F. D. Woodside, M. B.

A Planning Information Systems Design for the State of North Carolina.

North Carolina State Dept. of Administration, Raleigh; Research Triangle Inst., Durham, N.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—RM-OU-387-2; SPR-64-04

Pub Date Apr 69

Note—120p.; Working Paper

Available from—National Technical Information Service, Springfield, Virginia 22152 (PB-190 223 MF \$3.95 HC \$3.00)

Document Not Available from EDRS.

Descriptors—Information Processing, *Information Systems, Information Utilization, Objectives, *Planning, Program Design, *Statewide Planning, *Systems Development Identifiers—North Carolina

This report reviews the basic characteristics of an information system to be used in statewide planning, and derives the objectives of such a system for the State of North Carolina. The design and implementation calls for three stages: (1) an initial demonstration system to provide experiences in the use and implementation of the system, (2) an initial operational system to provide basic planning information for State planning, and (3) a first modification to the operational system to provide information to specific State agencies. Design details for each of these stages are included in the report. Also provided are estimates of staff and equipment costs, system size, memory requirements, and system operation times. (Author/RA)

ED 046 075 EA 003 196

Boice, John R., Ed.
K/M Associates: A Case Study in Systems Building.
Stanford Univ., Calif. School Planning Lab.
Report No.—RR-1
Pub Date [70]
Note—27p.

Available from—Systems Division, School Planning Laboratory, School of Education, Stanford, California 94305 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architecture, *Building Design, *Building Plans, Educational Specifications, Elementary Schools, *Engineering, Facility Requirements, High Schools, Performance Specifications, Resource Centers, *Systems Analysis

One of the newest developments in building is the application of systems analysis to design and construction. The systems approach depends heavily on the use of prefabricated components and modular subsystems, in both design and construction processes. Construction times are shortened and costs often lowered because the flexibility of prefabricated subsystems allows construction on the building shell to proceed while interior design is still in the planning stage. The use of performance specifications provides additional control over construction costs and saves additional time by using products that have already been tested and used successfully. This report focuses on the experience of one architectural engineering firm that uses systems analysis as one approach to the design and construction of school facilities. (Photographs and diagrams may reproduce poorly) (RA)

ED 046 076 EA 003 197

Evers, Irving C.
Public Aid to Private Schools.
Pub Date 29 Oct 70
Note—26p.; Speech given at New Jersey School Boards of Association Convention (Atlantic City, New Jersey, October 29, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Cases, *Court Doctrine, *Private Schools, *State Aid, *State Church Separation, *State Legislation, State Programs, Supreme Court Litigation

Identifiers—New Jersey Education Act 1970

This document discusses a recent New Jersey act that provides funds for paying a percentage of secular educational services in nonpublic schools. Recent State and U.S. Supreme Court cases dealing with the constitutionality of such aid to nonpublic schools are described. (JF)

ED 046 077 EA 003 198

Shaver, Louis Harold
The Texas High School Principal: Characteristics and Views on Selected Educational Issues.
East Texas School Study Council, Commerce.
Pub Date Jun 70
Note—84p.

Available from—East Texas School Study Council, East Texas State University, Commerce, Texas 75428 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS

Descriptors—Activism, *Administrator Attitudes, *Administrator Background, *Administrator Characteristics, Administrator Responsibility, Administrator Role, Certification, Collective Negotiation, Educational Planning, Federal State Relationship, *High Schools, Negotiation Agreements, *Principals, Teacher Administrator Relationship, Teacher Evaluation

The purpose of this study was to draw a comprehensive, reliable, and current profile of the Texas senior high school principalship. Data were

gathered through distribution of a questionnaire to principals in each of five University Interscholastic League school classifications. Included in the questionnaire were sections dealing with personal characteristics, educational preparation, professional experience, duties and compensation, and professional activities. Efforts were made to determine principals' attitudes toward professional negotiations, certification and preparation standards for administrators, evaluation of teachers, educational planning, student activism and unrest, and the role of the Federal Government in education. This report is divided into: (1) general outline of the study; (2) review of the literature related to the secondary school principalship; (3) analysis of responses to the questionnaire items; and (4) findings, conclusions, and recommendations. (Author/LLR)

ED 046 078 EA 003 199

Bernhardt, Irwin Mackenzie, Kenneth D.
Some Problems in Using Diffusion Models for New Products.

Pennsylvania State Univ., University Park. Dept. of Economics; Waterloo Univ. (Ontario). Dept. of Management Sciences.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—WP-11
Pub Date [70]
Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), *Diffusion, Economic Change, Innovation, *Marketing, Mathematical Models, *Merchandising, Theories

This paper analyzes some of the problems of using diffusion models to formulate marketing strategies for new products. Though future work in this area appears justified, many unresolved problems limit its application. There is no theory for adoption and diffusion processes; such a theory is outlined in this paper. The present models are too restrictive and fail to include the variables that a marketing manager has at his disposal. Six models that remove some theoretical and methodological restrictions are presented. The marketing implications for the assumptions in the models are discussed, and estimation problems are considered. (Author)

ED 046 079 EA 003 200

Clinchy, Evans
Joint Occupancy: Profiles of Significant Schools.
Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Jun 70
Note—37p.

Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Construction Costs, Cultural Factors, Housing Patterns, *Land Use, School Community Relationship, School Construction, *School Design, Shared Services, *Tax Effort, Tax Support, Urban Culture, *Urban Environment, Urban Renewal

The concept of schools that pay for themselves by sharing facilities with other occupants is known variously as joint occupancy or mixed or multiple use of land and buildings. A financial saving is the obvious advantage of combining schools with housing, commercial space (retail or office), or community services and offices. In addition, joint occupancy creates new kinds of urban environments that blend schools with communities composed of people of varied ethnic groups and income levels. This document illustrates graphically 10 schools utilizing joint occupancy; some schools are already in use, others are still in the planning stage. (Photographs may reproduce poorly.) (Author/MLF)

ED 046 080 EA 003 201

de Werra, D.
Construction of School Timetables by Flow Methods.

Waterloo Univ. (Ontario). Dept. of Management Sciences.

Report No.—WP-14
Pub Date [70]
Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, Flexible Scheduling, *Mathematical Models, *Scheduling, *School Schedules, Time Blocks

In this paper, a heuristic algorithm for constructing school timetables is described. The algorithm is based on an exact method that applies to a family of particular timetable problems. The procedure has been used to construct timetables for Swiss schools having about 50 classes, 80 teachers, and 35 weekly periods. Less than five percent of class/teacher meetings could not be scheduled at some period in the week. (Author)

ED 046 081 EA 003 202

Kennedy, F. D.
Basic Concepts Required in the Development of a Planning Information System.

North Carolina State Dept. of Administration, Raleigh; Research Triangle Inst., Durham, N.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—RM-OU-387-1; SPR-64-03
Pub Date Nov 68
Note—57p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 190 222 MF \$9.5 HC \$3.00)

Document Not Available from EDRS

Descriptors—Computer Science, Data Processing, Design, Information Needs, *Information Systems, *Management Systems, Operations Research, *Planning, *Statewide Planning, Systems Analysis, *Systems Development

Identifiers—North Carolina

This report, the result of developmental research on a planning information system for North Carolina, describes the planning process at higher levels of State government, defines a general information system and derives a planning information system from various types of planning, provides guidelines for system design and evaluation, and describes the development cycle of an information system. The research attempted to determine the basic objectives of a State planning system, define the State planning environment, and provide a conceptual basis for the preparation of an integrated description of the State planning information system. (A related document is EA 003 195.) (Author)

ED 046 082 EA 003 203

A Time for Priorities: Financing the Schools for the 70's.

National Education Association, Washington, D.C.

Pub Date 70
Note—201p.; Proceedings of National Conference on School Finance (13th, San Francisco, April 5-7, 1970)

Available from—Committee on Educational Finance, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS

Descriptors—Bond Issues, *Educational Finance, Educationally Disadvantaged, Educational Objectives, *Equal Education, Equalization Aid, Federal Aid, *Foundation Programs, Grants, School Budget Elections, School Law, *School Taxes, *State Aid, Tax Allocation, Tax Effort, Taxes, Tax Support, Urban Schools

This document contains papers on: (1) proposals for national foundation programs; (2) state support of education; (3) tax reform at Federal, state, and local levels; and (4) contemporary problems in school finance, including equal educational opportunity, urban school finance, grants-in-aid, Federal income tax rebates to the States, voter behavior in school bond and tax elections in Ohio, and trends in State support of public school capital outlay. Also included are short summaries of award-winning research projects in school finance. A roster of conference participants is appended. (LLR)

ED 046 083 EA 003 204

Hanushek, Eric A.
Developing Local Educational Indicators—the Priorities.

Report No.—P-4434
Pub Date Aug 70
Note—15p.

Available from—Reports Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (#P-4434, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, Data Bases, *Data Collection, *Information Processing, Input Out-

put Analysis, *Records (Forms), Reports, *Research Methodology, Research Projects, Research Proposals

This paper states that the real gains in collecting data on the educational system appear to lie in discovering more about the relationships between schools and what they produce. The required data, which could be collected fairly cheaply from existing records, include (1) education outputs as measured by grade level completion, college attendance, and achievement scores; (2) family outputs as measured by parental occupation, parental education, and family structure; and (3) school inputs as measured by school of attendance, special programs, and specific teachers in each year along with the characteristics of the teachers. All these data should be collected annually for each student in the system. Additional avenues of research that seem to be profitable include both broadening the scope of school output measures and ascertaining the contribution of each school output measure to future life styles. (Author)

ED 046 084 EA 003 205

Dyer, James S.

The Evaluation of Decision-Relevant Attributes of a Public System of Higher Education.

Report No.—P-4421

Pub Date Jul 70

Note—54p.; Paper presented at Institute of Management Sciences American Meeting (11th, Los Angeles, California, October, 1970) Available from—Reports Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (#P-4421, \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Educational Finance, Estimated Costs, *Facility Expansion, *Facility Requirements, *Facility Utilization Research, Higher Education, *Program Budgeting

This document summarizes an empirical evaluation of the attributes of two alternative approaches to expanding public higher education in Texas: (1) expansion of existing senior institutions to meet projected enrollment for 1980, and (2) construction of new 4-year public institutions. The costs and benefits of higher education were estimated on a per student or per graduate basis, and were analyzed relative to both the individual and the State. Results indicate that the first alternative is cheaper but fails to encourage low income individuals to enroll in the system. A comparison of the effects of the alternatives on the State economy seems to indicate that (1) expected costs would be greater than the benefits, and (2) State tax revenues would not be significantly affected. (Author)

ED 046 085 EA 003 206

Lee, Sang M. Clayton, Edward R.

A Goal Programming Model for Academic Planning.

Report No.—WP-27

Pub Date Oct 70

Note—20p.; Paper presented at Institute of Management Sciences American Meeting (11th, Los Angeles, California, October, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, Computer Programs, *Conceptual Schemes, Educational Objectives, *Educational Planning, *Goal Orientation, *Higher Education, Mathematical Models, *Resource Allocations

The rapid rate of technological development and the growing complexity of our society in recent years have renewed the awareness of the importance of higher education. The rapid expansion of the size of higher educational institutions as well as the increased demand for instructional quality emphasize the need for systematic and efficient resource allocation procedures on the part of university administrators. This study presents a goal programming model for an optimum allocation of resources — given certain priorities and constraints — in a college of an institution of higher learning. (Author/RA)

ED 046 086 EA 003 207

King, Jonathan Weinstock, Ruth

Schools in the 70's—the Case of the Relevant Schoolhouse. NASSP Dialogue.

Pub Date 7 Feb 70

Note—15p.; Paper presented at National Association of Secondary School Principals Annual Convention (54th, Washington, D.C., February 7-11, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Flexible Facilities, Furniture Arrangement, Interior Space, Mass Media, *Open Plan Schools, Schedule Modules, *School Architecture, School Space, Social Change, Space Dividers, *Space Utilization, *Systems Approach

Educational Facilities Laboratories (EFL) personnel describe several schools constructed under a building-systems program. All these systems schools have in common: (1) long spans for a minimum of supporting columns; (2) systems for heating, cooling, and ventilating; (3) movable walls; and (4) nonglare lighting systems with easily rearranged elements. The interior furnishings and equipment of one school have been systematically coordinated to harmonize with the building design and offer freedom of space and movement. Also included in the paper is a description of a nonschool open plan design called the "office landscape," the economics of which are summarized. (MLF)

ED 046 087 EA 003 208

The Administrative Internship Program. Progress Report.

Pittsburgh Univ., Pa. School of Education.

Pub Date Aug 69

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Organization, *Administrative Personnel, Admission Criteria, *Courses, *Disadvantaged Youth, Educational Finance, Educational Objectives, Evaluation Criteria, Evaluation Methods, *Internship Programs, *Models, School Support, Student School Relationship

This report describes the significant progress made toward improvement of the administrative internship program at the University of Pittsburgh during the 1968-69 school term. The report includes guidelines and policy statements, a model internship program, and narratives of school districts affiliated with the program. Appended are descriptions of proposed seminars, recommended courses, a program proposal to train interns in disadvantaged school districts, financial and statistical tables relating to affiliated districts, and lists of program participants and management and staff personnel. (LLR)

ED 046 088 EA 003 209

Phay, Robert E.

Public Education.

North Carolina Univ., Chapel Hill. Institute of Government.

Pub Date 68

Note—39p.; Reprint of pages 343-380 of County Government in North Carolina, Chapel Hill, Institute of Government, 1968

Available from—Institute of Government, University of North Carolina at Chapel Hill, North Carolina 27514 (Complete book, County Government in North Carolina, \$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Federal Aid, Financial Policy, Governing Boards, *Organization, *Public Education, School Budget Elections, State Boards of Education, *State Laws, *State School District Relationship

This document provides a basic structure for studying the public schools of North Carolina and the relationship that exists between county school systems and the State. The legal structure of public education is explained; a chart illustrates the organizational structure and outlines the responsibilities of State personnel in education. Financial information includes (1) the sources of support for public school expenditures 1965-66, and (2) the budget-making process. (MLF)

ED 046 089 EA 003 210

Financial Status of the Public Schools 1970.

National Education Association, Washington, D.C.

Pub Date 70

Note—54p.

Available from—Committee on Educational Finance, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 511-15508, \$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bond Issues, Costs, *Educational Economics, *Educational Finance, Employment Trends, Expenditure Per Student, *Expenditures, Federal Aid, State Aid, Tax Rates, *Teacher Employment, Teacher Salaries, *Teacher Supply and Demand

This report discusses the current status of school finance, and singles out trends affecting the efforts of professional teachers organizations to secure adequate funds for education. The document also contains employment and salary data on school and university teachers and information on Federal, State, and local expenditures and revenue efforts. A related document is ED 002 543. (JF)

ED 046 090

EA 003 211

Davis, Beverly Jeanne, Ed.

Education Through Art: Humanism in a Technological Age. A Selection of INSEA Papers.

National Art Education Association, Washington, D.C.

Pub Date 69

Note—187p.; Papers presented at International Society for Education Through Art World Congress (19th, New York, N.Y., August 7-13, 1969)

Available from—The National Art Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Art Education, *Art Teachers, Fine Arts, Graphic Arts, Handicrafts, *Humanism, *Technological Advancement, *Technology, Visual Arts

These papers grapple with the problems posed by the great advances in technology that have drastically changed the role of art in education. On the one hand, the visual arts welcome technological advances, since they provide opportunities for new kinds of expression. On the other hand, the growth of a technology characterized by impersonality and objectivity has placed greater pressure on the arts to provide humanizing values in education. The INSEA Congress participants—art educators from many countries—deal with many aspects of art teaching, from international considerations to the teaching of specific areas of art. (JF)

ED 046 091 24 EA 003 215

ERIC Abstracts: A Collection of ERIC Document Resumes on Educational Planning. ERIC Abstracts Series, Number Fourteen.

American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Jan 71

Contract—OEC-0-8-080353-3514

Note—32p.

Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (\$2.00, quantity discounts.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, Bibliographies, Clearinghouses, *Critical Path Method, Educational Planning, *Operations Research, *Program Budgeting, Systems Approach

ERIC abstracts on educational planning, announced in RIE through December 1970, are presented. The key terms used in compiling this collection are "critical path method," "educational planning," "operations research," and "program budgeting." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (RA)

ED 046 092 EA 003 216

Component School Construction Program.

New Brunswick Dept. of Economic Growth, Fredericton.

Pub Date [70]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Component Building Systems, Construction Costs, Construction Programs, Flexible Classrooms, *Modular Building Design, *School Construction, Space Utilization, Structural Building Systems, *Systems Approach

In 1968, the Province of New Brunswick initiated a three-phase program to provide for ele-

mentary school facilities, employing a component systems approach to their construction. This booklet describes briefly the planning and construction of these schools, and provides graphic and photographic records of the construction in progress as well as of the completed schools. Tables reflect the cost data for the schools. (Photographs may reproduce poorly.) (Author/MLF)

ED 046 093 EA 003 217

Wright, Patricia S., Ed.
Institutional Research and Communication in Higher Education. Proceedings of the Association for Institutional Research Annual Forum on Institutional Research. (10th, New Orleans, Louisiana, May 13-16, 1970.)
Association for Institutional Research.
Pub Date 70
Note—289p.

Available from—Dr. Patricia S. Wright, Office of Institutional Research, University of California, Berkeley, California 94720 (\$6.00)
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—College Admission, *Communication (Thought Transfer), *Communication Problems, *Communications, Educational Planning, Educational Research, Evaluation, Followup Studies, *Higher Education, Information Systems, *Institutional Research, Instructional Programs, Interscholar Communication, Negro Colleges, State Agencies, Student School Relationship, Systems Approach, Systems Development

This report embodies a collection of conference papers presented by various authors. The subjects covered include (1) communication in higher education, (2) the institutional researcher as a communicator, (3) communication with State agencies, (4) communication with other institutions, (5) communication within the institution, (6) instructional units, (7) communication concerning students, (8) communication of policy, (9) communication in longrange planning, (10) information systems and the systems approach, (11) educational evaluation (12) student followup studies, (13) admissions studies, and (14) institutional research at predominantly Black colleges and universities. (LLR)

ED 046 094 EA 003 218

Educational Specifications: Elementary Prototype.
Dade County Public Schools, Miami, Fla.
Pub Date May 70
Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architectural Elements, Architecture, *Building Design, Construction Costs, *Design Needs, *Educational Facilities, Educational Specifications, Elementary Schools, School Planning, Space Classification, *Space Utilization

Identifiers—Dade County, Florida

Because of rising costs and rapid educational change, the architectural design of a school becomes important to the accomplishment of an educational program. The contemporary architect must design a building with one eye on its construction and maintenance costs and the other on new materials and products and on expanding educational programs. This document presents the ideal elementary school design conceptualized by the Dade County, Florida, Board of Public Instruction as one that incorporates recent educational developments into its specifications. Specific desiderata are given for space requirements and utilization, lighting, resource centers, construction materials, furnishings, storage areas, food service, and other facilities. (RA)

ED 046 095 EA 003 219

Woodhall, Maureen
Cost-Benefit Analysis in Educational Planning. Fundamentals of Educational Planning Series No. 13.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—IIEP-70-II-13-A

Pub Date 70

Note—49p.

Available from—Unipub, Inc., P.O. Box 433, New York, New York 10016 (B-2708, \$2.00)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Developing Nations, Economics, Educational Administration, Educational Benefits, *Educational Planning, *Investment, Productivity, *Resource Allocations

The purpose of cost-benefit analysis is to provide a guide for rational resource allocation by assessing the future benefits of an investment against the costs incurred in the present. For educational planners, this type of analysis is made difficult by the noneconomic costs and benefits in education and also by the extensive time-lag that exists between educational investments and realized benefits. In developing countries where resources are limited and investment demands are great, cost-benefit analysis provides a useful framework for comparing returns from educational investments with those from other types of investments. (RA)

ED 046 096 EA 003 220

Cook, Desmond L., And Others
An Investigation of the Responsibilities and Duties of Educational Project Managers.

Ohio State Univ., Columbus. Educational Program Management Center.
Pub Date Sep 70
Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Responsibility, *Educational Programs, *Management, *Research Projects

This document reports the results of a checklist questionnaire administered to two different groups of educational project managers. Study results are reported in both tabular and descriptive forms. Copies of the initial and revised checklists are appended. (LLR)

ED 046 097 EA 003 221

Gallup, George
How the Nation Views the Public Schools. A Study of the Public Schools of the United States.

Gallup International, Princeton, N.J.
Spons Agency—CFK, Ltd., Denver, Colo.
Pub Date 69

Note—97p.

Available from—IDEA Information and Services Division, P.O. Box 446, Melbourne, Florida 32901 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board of Education Policy, *Citizen Participation, *Community Attitudes, *National Surveys, Political Attitudes, *Public Opinion, *School Community Relationship, Statistical Data

This survey, the first of a series based on annual opinion polls, provides an objective analysis of public opinion on significant questions in American education. Based on a representative sample of adults in the nation, the report measures the kinds and amounts of information possessed by representative citizens regarding local schools and gauges their willingness to vote tax increases when a need for greater financial assistance arises. Also indicated are the attitudes of the public toward teachers, the teaching profession, and local school boards; the kinds of information the public would like to have about their local schools; the degree of citizen sensitivity to school problems; and some criticisms of school policies. (Author/JF)

ED 046 098 EA 003 222

Polley, John W., And Others
Problems Connected with Equalization of Educational Opportunity.

New York State Education Dept., Albany. Bureau of Educational Finance Research.
Pub Date Jul 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Education Vouchers, *Equal Education, *Equalization Aid, *Expenditure Per Student, Financial Support, *State Aid, *Tax Effort

This paper traces the changing concepts in school finance that have implemented equality of education in New York State. Some financing methods are reviewed such as the foundation program approach—State and locally financed minimum dollar level; State financing of schools; and a voucher system with its variations. The paper also considers the problem of defining equality. (Author/JF)

ED 046 099 EA 003 223

The Assistant Principals in Public Elementary Schools—1969. A Research Study.

National Association of Elementary School Principals, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date 70

Note—98p.

Available from—National Association of Elementary School Principals, NEA, 1201 Sixteenth Street, N.W. Washington, D.C. 20036. (NEA Stock No. 181-05594, \$4.00, quantity discounts.)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Attitudes, *Administrator Background, *Administrator Characteristics, Administrator Qualifications, *Administrator Responsibility, Administrator Role, *Elementary School Supervisors, Principals, *Salaries, Tables (Data), Work Environment

The major part of this report consists of a summary of the replies to a questionnaire administered to 1,270 elementary school assistant principals, with relatively few interpretations and conclusions. The final chapter raises questions about the status of assistant principals and suggests some possible future developments. Topics covered include (1) the characteristics, major functions, and financial status of assistant principals; (2) their working conditions; and (3) their experience and preparation. (Author/LLR)

ED 046 100 EA 003 224

Lynch, Patrick Handy, H. W.
Differentiated Staffing in Education.

Educational Service Bureau, Inc., Washington, D.C. Administrative Leadership Service.
Pub Date 70

Note—95p.

Available from—Administrative Leadership Service, Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 (\$6.95)

Document Not Available from EDRS.

Descriptors—Case Studies, *Differentiated Staffs, Educational Change, Educational Objectives, Educational Technology, *Instructional Staff, *Models, Paraprofessional School Personnel, Professional Training, School Community Relationship, *Specialization, *Staff Role, Student School Relationship, Teacher Aides

Differentiation of school instructional staffs is built on the premise that teachers should assume more specialized roles in the teaching and learning process. This document focuses on the following topics: (1) the press for specialization, (2) the creation of new staff roles through differentiation, and (3) the changes in systems as a result of role differentiation. Included are examples of differentiated staffing in three school districts, a differentiated staffing model, and a transitional model for differentiated staffing. (Author/LLR)

ED 046 101 EA 003 225

Report on Task Force Division of School Facilities, School District of Philadelphia: Commission to Investigate Relationships between Educational Performance and Size of Student Body, May 11, 1970.

Philadelphia School District, Pa.
Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 1 Aug 70

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Architects, *Facility Guidelines, High Schools, Middle Schools, *Physical Environment, *School Design, *School Size, Space Utilization

Identifiers—Pennsylvania, Philadelphia

The Philadelphia Art Commission refused to approve the proposed Eastwick/Pepper Educational Complex that combines a high school and a middle school into one facility. Their rejection was based on (1) the prohibitively large numbers of children the school is to serve, (2) the overly broad age span of the students, and (3) the inadequate outside space. Professional experts from the fields of education, psychology, urban planning, and architecture, as well as three members of the commission, participated in two symposia to discuss these objections. The task force, concluding that the design features of the proposed school complex were sufficiently adequate to override the objections, endorsed the proposed complex. (Author/MLF)

ED 046 102 24 EA 003 226

Wright, William R.

Environmental Press as Perceived by High School Students and Its Relationship to Organizational Climate. Final Report.

Wabash Valley Education Center, West Lafayette, Ind.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-E-084

Pub Date Nov 69

Grant—OEG-5-9-245084-0009

Note—492p.; Ph.D. thesis

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Analysis of Variance, *Environmental Influences, *High Schools, High School Students, Organization, *Organizational Climate, Principals, *Public Schools, Research, Resource Materials, *School Environment, School Personnel, Teachers

Two major questions were researched: (1) Does the environment of a school as perceived by its students relate to the organizational climate of the school as perceived by its faculty? and (2) Do certain components of the educational institution (organization, program, human resources, and material resources) relate to faculty perception of organizational climate as well as to student perception of environmental press? The sample included 595 staff members and 888 students from 18 public secondary schools in Indiana. Included in the document are a bibliography, copies of the questionnaires, and appendices containing data report forms and information about the schools' characteristics. (Author/MLF)

ED 046 103 EA 003 227

Ashley, Robert E. Romney, Leonard C.

Planning Standards, Inventory, and Utilization Data for Higher Education Facilities in Twenty-Seven States. Facilities Comprehensive Planning Program.

New York State Education Dept., Albany. Office of Higher Education Planning.

Pub Date Feb 70

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classrooms, *Comparative Analysis, *Educational Facilities, *Educational Planning, Higher Education, Laboratories, Libraries, Offices (Facilities), *School Space, Space Classification, Space Utilization, *Standards

This document presents two kinds of data, gathered from several State reports, that pertain to higher education facilities. The first type of data reflects the standards and space utilization forecast used in planning higher education facilities; the second provides information about the utilization of existing facilities. Planning standards are reported for classroom, laboratory, library, and office space usage. Also included are explanations of the variables used in space utilization and planning. (Pages ii, 9 and 10 may reproduce poorly in hard copy because of marginal legibility.) (RA)

ED 046 104 EA 003 228

Oddie, Guy McDowall, David

Development and Economy in Educational Building in Greece, Portugal, Spain, Turkey and Yugoslavia. Report on OECD Project.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 68

Note—131p.

Available from—O.E.C.D. Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006. (91-68-01-1, \$2.50.)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Construction Costs, Construction Programs, Economics, *Educational Facilities, *Educational Finance, Educational Policy, Foreign Countries, *Resource Allocations, School Space

Five Mediterranean countries conducted a 2-year survey of their school building projects to find solutions to the financial, functional, technological, and administrative problems that had arisen in the course of expanding national educational services. This resulting report provides only general recommendations inasmuch as the individual cultural pattern of each country precluded the advancement of one single set of solutions. The three major recommendations were (1) to reduce disparities between working conditions and costs by establishing minimum

standards for several educational parameters and by allocating resources accordingly, (2) to allow no construction projects to begin until all financing arrangements have been completed, and (3) to strengthen national coordination between project planning and resource allocation. (Figures 5(1) and 5(2) on pages 58 and 59 may reproduce poorly in hardcopy.) (RA)

ED 046 105 EA 003 229

Alam, Sami J.

The Four-Quarter Plan and Its Feasibility for the Port Huron Area School District. A Research Study.

Michigan State Dept. of Education, Lansing; Port Huron Area School District, Mich.

Pub Date 31 Jan 70

Note—275p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Support, Community Surveys, *Extended School Year, Program Budgeting, Program Evaluation, *Quarter System, School District Spending, *School Planning, *School Schedules, Simulation, *Year Round Schools

Identifiers—Port Huron School District

This study examines the economic, educational, and physical feasibility of the four-quarter plan with an assigned vacation. The choice of this plan resulted from the examination of research and literature on different forms and uses of the four-quarter plan. It was concluded that the plan would be feasible if the following conditions were met: (1) curriculum revision must accompany the move to the proposed plan; (2) content within each discipline in the program of instruction must be reevaluated; (3) business and industry, as well as teaching and operational staffs of the school district, should support the plan; and (4) the program must be adequately financed. Three surveys were conducted to assess the attitudes of the community, the business and industrial representatives, and the certified staff to the plan. The surveys show that (1) the business and industrial community was evenly divided in approval or rejection, while (2) teachers were divided 39% in favor, 35% opposed, and 26% undecided. An annotated bibliography is included. (Maps I, II, and III on pages 2, 5, and 6 may reproduce poorly because of marginal legibility.) (Author/JF)

ED 046 106 EA 003 231

Berriman, S. G., Ed.

Library Buildings 1967-1968.

Library Association, London (England).

Pub Date 69

Note—78p.

Available from—The Library Association, 7 Ridgmount Street, London, WC1, (England), (SBN 85365 012 8, 25/s [\$3.00])

Document Not Available from EDRS.

Descriptors—*Architectural Character, *Building Design, Flooring, Furniture, Interior Space, Library Facilities, Lighting, Photographs, *Public Libraries, Space Utilization, Thermal Environment

Identifiers—*England

This booklet describes 21 libraries completed in England during 1967-68. Photographs and floor plans illustrate structural details, and a descriptive section presents the history of each library and comments on those design features considered both functional and attractive. A table summarizes relevant data on each library. (MLF)

ED 046 107 EA 003 232

Ruys, Theodorius

37 Keys to Laboratory Design.

Pub Date Dec 69

Note—8p.; Reprint

Journal Cit—Research/Development; v20 n12 pp18-25 Dec'69

Document Not Available from EDRS.

Descriptors—Ceilings, Flooring, Furniture, *Laboratories, *Laboratory Equipment, *Laboratory Safety, *Modular Building Design, *Physical Design Needs, Safety Equipment

Flexibility, adaptability, and expandability are requirements for good laboratory design. This report contains suggestions for improving laboratory planning, construction, and utilization in certain key areas. Special attention is given to incorporating safety equipment and special nonreactive materials. (RA)

ED 046 108 EA 003 233

Model Programs: Childhood Education. Responsive Environment Model of a Follow Through Program. Goldsboro, North Carolina.

National Center for Educational Communication (DHEW/OE), Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OE-20139

Pub Date 70

Note—26p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.220:20139, \$2.0)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Environment, Community Support, *Early Childhood Education, *Economically Disadvantaged, Educational Quality, *Federal Programs, Instructional Materials Centers

This booklet is one of 34 in a series on childhood education programs in support of a White House Conference on Children, December 1970. The Goldsboro Program included 1,165 first, second, and third grade pupils in ungraded classes at seven schools. The pamphlet describes how the classroom organization and atmosphere, the instructional materials, and the language experience approach to reading are used to meet the two primary program objectives: (1) to help the child acquire a positive self-image, and (2) to motivate the child to grow intellectually. (MLF)

ED 046 109 EA 003 234

Midjaas, Carl L.

Avoiding the Pitfalls of Middle School Planning.

Pub Date 13 Apr 70

Note—11p.; Speech delivered at National School Boards Association Convention, San Francisco, California, April 13, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescence, *Facility Guidelines, Individualized Instruction, *Middle Schools, Organization, Racial Integration, *School Planning, Site Selection, Student Enrollment

The newness of the middle school poses five major planning problems; (1) the unfamiliarity with or misunderstanding of the rationale behind the school in the middle, (2) the "bandwagon syndrome" faced when any new development in education achieves public attention, (3) the training of a school staff that is intellectually and emotionally equipped to make the middle school concept work, (4) the willingness of school boards and administrators to accept program experimentation and on-going program evolution, and (5) the dangers of promising too much too soon in an organizational context that is extremely promising but largely untried. A related document is EA 003 235. (Author)

ED 046 110 EA 003 235

Midjaas, Carl L.

The Middle School: An Opportunity for Humanized Education.

Pub Date 8 May 70

Note—12p.; Speech delivered at Northern Michigan University Planning Symposium, Marquette, Michigan, May 8, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, *Cognitive Objectives, Curriculum, *Educational Objectives, *Humanism, Individualized Instruction, Learning Processes, *Middle Schools

The predominant emphasis in American education upon the cognate realm, to the virtual exclusion of affective learning, is discussed in the context of the middle school movement. Nine characteristics of the middle school program that more nearly create a balance between the cognitive and affective elements in learning are cited and translated into design elements of middle school facilities. Specific recommendations are provided in the areas of instructional technology, media centers, personalized learning territories, space flexibility, large group instruction, and guidance services. A related document is EA 003 234. (Author)

ED 046 111 24 EA 003 236

Bliss, Sam W. And Others

Proceedings of the Educational Management Tools Training Program 1969-1970 at Southern Illinois University College of Education. Final Report.

Southern Illinois Univ., Carbondale. Coll. of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-9-0369

Pub Date 70

Grant—OEG-0-9-2030369-4597

Note—304p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Cost Effectiveness, Diagrams, Educational Administration, Educational Resources, *Information Systems, Management, *Management Systems, Statistical Analysis, *Systems Approach, *Systems Concepts, Systems Development

This collection of conference papers by nine different authors deals with the following topics: (1) philosophy of educational management; (2) systems concepts and development, and the systems approach; (3) management information systems in education; (4) cost-benefit analysis; (5) educational resource management; (6) systems approach to project management; and (7) procedural aspects of PERT Time Analysis. A list of participants' names and addresses is appended. A related document is ED 041 400. (Figure 6 on page 138 and figure 7 on page 140 may reproduce poorly.) (LLR)

ED 046 112

EA 003 237

Frey, George T.

[Meeting the Educational Needs of the Community: Trends in School-Community Interaction.]

Pub Date [70]

Note—38p.

EDRS Price MF-\$0.65 HC-\$23.29

Descriptors—*Minority Groups, *Minority Role, Relationship, *School Community Cooperation, *School Community Programs, *School Community Relationship

This study examines the status of school-community relations, explores suggestions for the implementation of change, and discusses possible future school-community relationships. Study conclusions reveal that (1) most school administrators are unwilling to implement functional school-community relations programs; (2) minority groups and Federal programs have been catalysts in the movement toward school-community relations; (3) community advisory councils, community schools, and community aides have proved to be effective in creating stronger ties between schools and communities; and (4) that available evidence was inconclusive as to the impact of school-community relations programs on future education. An annotated bibliography is included. (JF)

ED 046 113

24

EA 003 239

Nelson, Walter A.

Training Elementary School Curriculum Specialists in the Development of Instructional Objectives in Behavioral Terms. Final Report. Indiana Univ., Jeffersonville.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-8058

Pub Date Sep 70

Grant—OEG-0-8-988058-4487(010)

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Conferences, *Curriculum Development, Curriculum Study Centers, Evaluation, Innovation, Instructional Design, Teacher Education

This publication reports on a conference, the purpose of which was to train elementary school curriculum specialists in the design and preparation of a curriculum using behavioral objectives. These objectives specify the behavior a student is expected to exhibit as a result of having learned certain material. The success of this instructional innovation depends on the ability of the curriculum developer to write appropriate objectives. Included in the document are a list of participants, a conference schedule, some samples of behavioral objectives, and a selection of evaluative comments by conference participants. (RA)

ED 046 114

24

EA 003 240

York, Linda J., Comp.

Coordinating Conference on Educational Planning and Management Systems: A Report of Outcomes. (Berkeley, California, November 24-25, 1969.)

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-2931

Pub Date Sep 70

Contract—OEC-4-7-062931-3064

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communications, *Educational Planning, *Educational Research, Instructional Materials, Instructional Programs, Learning, *Management Systems, *Research and Development Centers, *Research Utilization

This document reports the results of a conference attended by representatives of various educational research and development agencies. Conference goals were (1) to exchange information about common objectives and activities, and (2) to explore the possibility of forming a permanent group to review developments by the various agencies. Topics discussed in this report include (1) conference goals, (2) present agency efforts to improve educational planning and management, (3) an interest and activity survey of participating agencies, and (4) goals and plans for interagency cooperation. (Table 1 on pages 68A-68H may reproduce poorly.) (Author/LLR)

ED 046 115

EA 003 241

Derr, C. Brooklyn

The Utility of Organization Development Methods for Educational Planning.

Pub Date 17 Nov 70

Note—17p.; Paper presented at JSGOMRAM meeting on "New Directions in Educational Planning." (Burlingame, California, November 17, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, Data Analysis, *Decision Making, *Educational Coordination, *Educational Planning, *Organizational Change, *Organizational Climate, Program Budgeting, Program Design

This paper introduces organizational development and describes its potential utility to the planning community. The paper first points out some current practices in educational planning that may violate principles of effective human behavior in educational organizations. The centralization of goal setting and decisionmaking and the failure to consider the motivational and political implications of information are examples of such violations. The paper then describes organizational development and concludes with an outline on how and where organizational development methods can be used in conjunction with educational planning. (JF)

ED 046 116

EA 003 242

Rigby, Paul H.

Identifying Effect of Potential Budgets on Program Output. Working Paper.

Pub Date Oct 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, Budgets, *Cost Effectiveness, *Input Output Analysis, Interviews, Program Administration, Program Costs, Program Effectiveness, *Resource Allocations

By making explicit the implicit assumptions about program costs and benefits, resource allocation in a nonprofit organization could be simplified. A rational scheme for implementing such a program might begin by using detailed interviews with program administrators to determine input and output scales. Following this, respondents could choose among feasible inputs for each of a series of budgets, and these inputs could then be compared with the output scales to measure each respondent's assumptions about the level of output possible from the level and type of input. Such information is useful in analyzing potential changes in resource allocations. (RA)

ED 046 117

EA 003 243

Selecting a Superintendent: A Handbook for Community School Boards.

Cresap, McCormick, and Paget, Chicago, Ill.; Public Education Association, New York, N.Y.

Pub Date May 70

Note—42p.

Available from—Public Education Association, 20 West 40 Street, New York, N.Y. 10018 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Selection, *Board Administrator Relationship, Contracts, Employment, Guidelines, *Guides, *Recruitment, *School Superintendents

Based on extensive interviews with New York City school board members, community representatives, and school personnel, this handbook is intended as an aid to community school boards in finding and hiring qualified superintendents. The book outlines specific steps by which a community school board can systematically define its own needs, establish a plan of action, recruit candidates, choose among them, and finally hire a superintendent. (Author/LLR)

ED 046 118

EA 003 244

Svenning, Lynne L.

Collective Decision Making in Organizations.

Operation PEP, Burlingame, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—DPSC-67-4410; ESEA-Title-3

Pub Date Sep 70

Note—167p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bureaucracy, *Creativity, *Decision Making, Educational Change, Group Activities, Guidelines, Organization, *Organizational Change, *Organizational Climate, *Organizations (Groups), Risk, Systems Analysis, Systems Approach

Identifiers—ESEA Title III, Operation PEP

Based on the assumption that educators can adopt new patterns of organization and management to improve the quality of decision and change in education, this paper attempts to make decision theory and small group process theory relevant to practical decision situations confronting educational managers. Included are (1) a discussion of the increasing rates of technological and social change and their implications for organizational change; (2) an analysis of the decision process, highlighting the value of collective decisionmaking; (3) some suggestions for improving organizational decisionmaking in education; (4) a discussion of the roles of rationality and creativity in the decision process; (5) several guidelines for managing and functioning within the decision process; and (6) an appendix listing behavioral propositions drawn from small group research concerning group process. The work reported herein was performed pursuant to an ESEA Title III grant. Related documents are EA 003 095 and EA 003 040. (Author/LLR)

ED 046 119

EA 003 245

Miller, Donald R.

A System Approach to Planned Change in education. Volume I: An Adaptive Framework for Public Education and Educational Management.

Operation PEP, Burlingame, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 70

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, Educational Objectives, *Educational Planning, Educational Technology, Input Output, Input Output Analysis, Input Output Devices, *Management Systems, Models, *Organizational Change, Systems Analysis, *Systems Approach, Systems Concepts, Systems Development

Identifiers—ESEA Title III

The system approach to planning and managing educational change features the use of an adaptive framework and a strategy for planned system change. The approach focuses management attention upon (1) relevant future states of expectation or goals, (2) present and future state variables and contexts, (3) human organization factors, and (4) alternative programs that can be implemented to facilitate goal attainment and change. This document discusses the design, dimension, and utility of an adaptive framework model that can be refined to accommodate the unique attributes of specific educational agencies and the target populations they serve. Based on, and incorporating, the work of many behavioral scientists and the constructive criticisms and suggestions of many educational managers, this model hopefully will provoke constructive reactions toward the development of more efficient and effective management techniques for public education. Work reported herein was performed

pursuant to an ESEA Title III grant. (A related document is EA 003 246.) (Author/LLR)

ED 046 120 EA 003 246
Miller, Donald R.

A System Approach to Planned Change in Education. Volume II: A Strategy for Planned Change in Education.

Operation PEP, Burlingame, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 70
Note—167p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Decision Making, *Educational Change, Educational Objectives, *Educational Planning, *Educational Policy, Educational Technology, Management Systems, Models, *Organizational Change, Policy Formation, Systems Analysis, *Systems Approach, Systems Concepts, Systems Development
Identifiers—ESEA Title III

The system approach to planning and managing educational change features the use of an adaptive framework and a strategy for planned system change. The approach focuses management attention upon (1) relevant future states of expectations or goals, (2) present and future state variables and contexts, (3) human organization factors, and (4) alternative programs that can be implemented to facilitate goal attainment and change. This document presents a strategy for planned educational change based on relevant activities in (1) educational planning and management; (2) system analysis, synthesis, and evaluation; (3) policy formulation; and (4) policy implementation. The strategy is presented in the form of a procedural network containing 26 interrelated and interdependent activities. These activities can be subset into many subactivities or tasks that can be performed to improve policy formulation and policy implementation processes in public education. Work reported herein was performed pursuant to an ESEA Title III grant. (A related document is EA 003 245.) (Author/LLR)

ED 046 121 EA 003 247

Caster, William B. Heisler, Richard S.
Planning the Financial Compensation of School Administrative Personnel.

Pennsylvania Univ., Philadelphia. Graduate School of Education.
Pub Date 70
Note—57p.

Available from—Center for Field Studies, University of Pennsylvania, Graduate School of Education, Philadelphia, Pennsylvania 19104 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, *Administrator Evaluation, Personnel Needs, *Personnel Policy, *Salaries, *Salary Differentials

This report presents guidelines for devising a systematic, equitable compensation plan for administrative personnel that would be conducive to both organizational expectations and individual satisfaction. Although the proposals set forth are not applicable to all types of organizational arrangements, they may stimulate the improvement of compensation plans for the total staff of an organization. Some of the concepts covered include a definition of administrative personnel, objectives of compensation planning, position responsibility and its relationship to salary, control of compensation plans, and the relationship of structural planning to compensation planning. (JF)

ED 046 122 EA 003 248

Neufeld, K. Allen, Ed.
Individualized Curriculum and Instruction.

Alberta Univ., Edmonton. Dept. of Elementary Education.

Pub Date Jun 70

Note—220p.; Proceedings of Invitational Conference on Elementary Education (3rd, Banff, Alberta, October 29-November 1, 1969)

Available from—Conference on Elementary Education, Dept. of Elementary Education, University of Alberta, Edmonton, Alberta (Canada) (\$6.00, handling charges \$0.25 per volume)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Art Education, *Individual Differences, *Individualized Curriculum, *Individualized Instruction, *Individualized Programs, Individualized Reading, Language In-

struction, Library Instruction, Mathematics Instruction, Physical Education, Reading Instruction, Science Instruction, Social Studies, Teacher Education, Teaching Techniques

This collection of conference papers by various authors covers the following aspects of individualized curriculum and instruction: (1) research trends, (2) applicability to specific subject areas, and (3) implications for teacher education. (LLR)

ED 046 123 EA 003 249

Finsterbach, Fred C. McNeice, William C.

Creative Facilities Planning for Occupational Education, and Supplement.

Pub Date 69

Note—259p.

Available from—Educare Associates, 572 Snyder Avenue, Berkeley Heights, New Jersey 07922. (\$12.00 complete.)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Educational Specifications, Federal Aid, *Laboratory Equipment, Occupational Surveys, Purchasing, *School Design, School Shops, Shop Curriculum, Technological Advancement, *Trade and Industrial Education, *Vocational Education

This comprehensive manual deals with the problems of planning vocational facilities. Volume I provides floor layouts and specialized designs that interpret educational concepts, equipment needs, and services into functional units for architectural adaptation. Additional planning guidelines clarify purchasing policies and procedures, explain the development of educational specifications, and recommend a facility design that meets specifications and existing standards. Also included in this volume are sample shop and laboratory layouts for 50 fields, modifiable to suit individual requirements. The second volume presents templates of scaled equipment silhouettes for use as models in designing facilities. (MLF)

ED 046 124 EA 003 250

Kewtzer, Carolin And Others

Laboratory Training in a New Social System: Evaluation of a Two-Week Program for High School Personnel.

Pub Date 18 Jun 69

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Conflict Resolution, Decision Making Skills, Experiments, Group Norms, Innovation, *Interpersonal Relationship, *Laboratory Training, Organizational Climate, Problem Solving, *Program Effectiveness, *Secondary School Teachers, Sensitivity Training, Social Systems

A 2-week laboratory learning experience was held for a group of 35 strangers who were to comprise the entire staff of a new high school. The general objective was to promote an effective social system characterized by (1) a high degree of proficiency in communication, decisionmaking, problem-solving, and conflict management; and (2) an atmosphere of interpersonal trust and freedom for innovation and experimentation. The effectiveness of the laboratory experience was assessed by (1) a staff questionnaire that measured change in anticipated behavior on several dimensions, (2) a student questionnaire that assessed changes in the students' perception of school norms, and (3) various other outcome criteria such as observations from regular consultation visits to the new school and the turnover rate in staff after the first year. These measures indicate that there were significant and desirable changes, both over time and in comparison to similar measures obtained from a control school, and that the changes could be attributed in part to the training interventions. (Author)

ED 046 125 EA 003 251

Howard, A. Eugene

Determining Educational Policy: Who Shall Be Involved?

Pub Date Jul 70

Note—16p.; Speech presented at Southern Association of Colleges and Schools southwide conference on elementary education (5th, Daytona Beach, Florida, July, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, Administrator Role, *Educational Planning, *Educational Policy,

Parent Associations, *Parent Participation, Student Organizations, *Student Participation, Teacher Administrator Relationship, Teacher Associations, *Teacher Participation

This document discusses (1) the method of determining who shall be involved in educational policymaking, (2) the forces that currently control educational policymaking, (3) the forces that are intruding on educational government, and (4) the ways these intruding forces can be utilized to strengthen democracy and to help resolve some of the problems challenging society. This report argues that these intruding forces—parents, teachers, unions, and students—should be included in policymaking discussions so that dissent can be incorporated effectively and constructively into the fabric of educational policymaking. (JF)

ED 046 126 EA 003 252

Bentley, Fred H.

Understanding Financial Support of Public Schools, 1970-71. Second Edition.

New York State Education Dept., Albany. Bureau of Educational Finance Research.

Pub Date Sep 70

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Expenditure Per Student, *Federal Aid, *Financial Policy, School District Spending, School Funds, *State Aid, *State Programs, State Standards

This report on school finance in New York State describes the components of general aid: operating expense, growth size correction, budget, high tax, reorganization incentive for compliance with master plan for school district reorganization, minimum aid per district, transportation, and expenses for construction of new buildings and maintenance of old ones. In addition, the report describes the three methods generally used for the allocation of Federal funds and provides a table listing the appropriations under various Federal programs for the 1968-69 and 1969-70 school years. (Author/JF)

ED 046 127 EA 003 255

Warden, Eric Leidich, Paula B.

An Adaptation of Variable Scheduling to the Program of a Small Junior High School.

Michigan Univ., Ann Arbor.

Pub Date 30 Jun 69

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Flexible Scheduling, *Schedule Modules, Student Attitudes, Teacher Attitudes, *Time Blocks

This paper records one small school's adaptation of variable scheduling and the reactions of the school's staff and students to one year of the schedule's operation. The purpose of this experiential paper is to show how one school staff can cooperatively adapt a concept such as variable scheduling to its own needs, rather than to provide a blueprint for others to follow, without devoting major amounts of time or investing in computers or other costly equipment. Examples of forms used in the program are provided. (Author)

ED 046 128 24 EA 003 257

Manion, Raymond C. Weil, Nancy L.

Educational Needs in the State of Kansas, as Indicated by State Department of Education Staff.

Kansas State Dept. of Education, Topeka; Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-6-2876

Pub Date 31 Jul 70

Contract—OEC-3-7-062876-3076

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Development, *Educational Improvement, *Educational Needs, *Educational Objectives, Educational Planning, Educational Quality, *Organizational Change, *School Surveys

A questionnaire survey, conducted among the professional staff of the Kansas State Department of Education, identified need studies that had been previously undertaken in conjunction with department activities, and solicited staff opinions concerning educational needs. The staff reported that 25 need studies had been conducted; the staff contributed 142 statements of educational

needs. Three areas of need reported, in order of importance, were organizational reform, definition of educational purposes (goals and objectives), and improvement of educational programs. (Author)

ED 046 129 EA 003 258

Simon, Kenneth A. Grant, W. Vance
Digest of Educational Statistics, 1970 Edition.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—OE-10024-70
Pub Date Sep 70
Note—149p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. (Catalog No. HE 5.210:10024-70, \$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Degrees (Titles), Educational Facilities, Educational Research, *Elementary Education, Employment Statistics, Enrollment, Expenditures, Graduates, *Higher Education, Income, Libraries, *National Surveys, School Districts, School Holding Power, *Secondary Education, *Statistical Data, Teachers

This document, the ninth in a series of annual publications, provides an abstract of statistical information covering American education from kindergarten through graduate school. Subjects on which statistics are provided include the number of schools and colleges; and information on enrollments, teachers, graduates, educational attainment, finances, Federal funds for education, libraries, international education, and research and development. The digest is divided into five chapters: (1) all levels of education, (2) elementary and secondary education, (3) higher education, (4) Federal programs for education and related activities, and (5) selected statistics related to education in the United States. Innovations include summary data from a new survey of participants in adult education programs; Bureau of Census statistics on the personal characteristics and living arrangements of college students; American Council on Education information on the personal characteristics, professional backgrounds, and academic activities of college faculty members; and expanded coverage of Federal funds for education. Related documents are ED 026 729 and ED 035 996. (Author)

ED 046 130 EA 003 259

Hockenbery, George
Contracted School Food Services.
Pub Date 21 Oct 70
Note—6p.; Paper presented at ASBO annual meeting, Food Service Management Group, (Seattle, Washington, October 21, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Contracts, Economic Disadvantage, *Food Service, *Lunch Programs, Management, Nutrition Instruction

Contracted school food services relieve school personnel of the tasks and problems involved in operating a food service. However, because good nutritional food has a low profit margin, a profitable contracted school food service does not meet desired nutritional standards. All things being equal, a food service management company cannot compete with an efficient, nonprofit program. (Author/MLF)

ED 046 131 EA 003 260

Roland Michener Secondary School House System.
Roland Michener Secondary School, Kanata (Ontario).

Pub Date [70]
Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Group Relations, *Group Structure, *High School Organization, *House Plan, School Environment, School Improvement, *Student Grouping, Student Role, Student School Relationship, Student Teacher Relationship

This report describes the establishment and operation of a Canadian secondary-school house and governance system designed to (1) encourage student involvement at all school function levels, (2) provide increased personal advice to students, and (3) satisfy some of the students' needs to be involved in decisions affecting their education. The Constitution of the school council is provided as an 8-page attachment. (JF)

ED 046 132 EA 003 261

Environmental Education in the Public Schools. A Pilot Study. Special Report.

Department of The Interior, Washington, D.C. National Park Service; National Education Association, Washington, D.C.

Spons Agency—American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date Oct 70

Note—69p.

Available from—NEA Publications Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock No. 435-25450, \$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Conservation Education, Curriculum, Ecology, *Environmental Education, Facility Utilization Research, Inservice Education, *National Surveys, *Outdoor Education, Parks, Personnel, Program Content, *Public Schools

Project Man's Environment was organized in 1969 to establish a basis for the development of environmental education in the school curricula. Pilot surveys were conducted by the NEA Research Division and a nationwide survey was conducted of public school programs in environmental, conservation, and outdoor education for systems enrolling 1,000 or more students. This report presents survey results in six major sections. An initial survey overview section is followed by five sections providing the following detailed findings: (1) the emphases and purposes of programs and the basic statistics related to their scope; (2) each program's curriculum and activities; (3) the number, size, accessibility, and features of sites as well as the administrative procedures for requisitioning sites for school use; (4) a description of program personnel, and (5) the financing of environmental education programs. A postscript reports briefly on needs for the future development of environmental education. (Author)

ED 046 133 EA 003 262

New Directions in Statewide Higher Education Planning and Coordination.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 70

Note—59p.; Proceedings of the SREB Legislative Work Conference (19th, Hilton Head, South Carolina, September 2-5, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Coordination, Educational Demand, Educational Needs, *Educational Planning, Educational Supply, Enrollment Trends, *Higher Education, *Interagency Coordination, *State Boards of Education, State Federal Aid, State School District Relationship

This document presents discussions by legislators and educators on the degrees of responsibility and authority that State planning and coordination agencies should be assigned in the design of a sound growth pattern for higher education appropriate to the needs of modern society. Some of the issues raised touch on (1) the proliferation of Ph.D. programs, and the role of the Federal Government in encouraging institutions to expand into new doctoral fields; the impact of Federal funding on educational activities, and the threat of a decrease in Federal support; the relationships between State agencies and educational institutions; and the value of planning and coordination boards to State level decisionmaking. (JF)

ED 046 134 EA 003 264

Roberts, George F.
Role Choice of Chief School Officers in Collective Negotiations: Analysis and Description.

Pub Date 16 Nov 70

Note—20p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, *Administrator Role, *Board Administrator Relationship, *Collective Negotiation, Models, Research Methodology, *Role Conflict, Role Perception, *Teacher Administrator Relationship

This paper contains a partial report on an empirical study to assess the utility of Gross' theory of role conflict resolution in predicting role choice by administrators who become involved in

formal collective negotiations for the first time. Some relationships between role choice and selected situational variables are also examined. The study findings conclude that (1) the Gross theory provides a useful framework for examining internal and external environmental factors, (2) the administrator role in negotiations will increasingly identify with board expectations as older and more experienced incumbents retire or seek other responsibilities, and (3) role ambivalence characterizes study subjects. In essence, role performance is consistent with an emerging "managerial" concept of school administration, but role preference is identified with the more traditionally oriented "instructional leader" image of the administrator. (Figure 1 on page 18 may reproduce poorly because of marginal legibility.) (Author/JF)

ED 046 135 EA 003 265

Macleod, Betty, Ed.
Demography and Educational Planning. Monograph Series No. 7.

Ontario Inst. for Studies in Education, Toronto.
Pub Date 70

Note—274p.; Papers presented at Ontario Institute for Studies in Education Conference on the Implications of Demographic Factors for Educational Planning and Research. (Toronto, Ontario, June 9-10, 1969)

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, (Canada)

Document Not Available from EDRS.

Descriptors—Age Groups, *Conferences, *Demography, Educational Needs, *Educational Planning, Enrollment Projections, Illegitimate Births, *Migration Patterns, *Population Trends, Simulation, Social Change, Urbanization

The OISE Educational Planning Department launched a research program to determine the current patterns of fertility and migration of the Ontario population, with a view to subsequent investigations into the interrelationships between population growth and shift and education. Demographers and educators engaged in demographic research related to Ontario were invited to present papers at a conference. This monograph contains six conference papers on each of the two topics—migration and fertility. An evaluation of each paper and an assessment of the implications for future demographic research in relation to educational planning are included at the close of each section. Also included are two papers and a summary statement in a section devoted to implications for education. (MLF)

EC

ED 046 136 EC 031 006

Bailey, Carol D. And Others
A Curriculum Guide for Teaching the Educable Mentally Retarded: Elementary - Junior High - High School.

Oak Ridge Schools, Tenn.

Pub Date Apr 69

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, *Educable Mentally Handicapped, Elementary Education, *Exceptional Child Education, Mentally Handicapped, Secondary Education

The curriculum guide suggests ideas, activities, procedures, and materials for teaching the educable mentally retarded at the elementary, junior high, and high school levels. For the elementary level, the guide covers the areas of maturational skills and concepts and social skills, reading, writing, spelling, arithmetic, social relationships (life functions, social studies, health, safety, science), art, music, and physical education. At the junior high level, the guide covers reading, English, spelling, writing, math, social studies (geography, history, economics, civics), communication and transportation, science and conservation, health, homemaking, grooming and social relationships, art, physical education, and integration in the regular school program. The curriculum for the high school level covers the same basic topic areas, with the addition of vocational preparation and work-study program. (KW)

ED 046 137 EC 031 007
Konopka, Gisela
 Group Work in the Institution: A Modern Challenge.
 Pub Date 70
 Note—304p.

Available from—Association Press, 291 Broadway, New York, New York 10007 (\$7.95)
 Document Not Available from EDRS.

Descriptors—Delinquents, *Group Counseling, *Group Therapy, Handicapped Children, *Institutionalized (Persons), *Institutions, Older Adults, Prisoners, *Social Work, Unwed Mothers

Identifiers—Group Work

The experienced-based textbook on institutional issues for the group worker's training defines the current state of goals and methods of group work as it can apply to the institutional field. Following a discussion of institutions in modern society, social group work in institutions for children, unmarried mothers, handicapped children, juvenile delinquents, and the aged, and social group work in prisons is explored. (KW)

ED 046 138 EC 031 008
Bonham, S. J., Jr.
 Planning for the Education of the Handicapped Child in Ohio.
 Ohio State Dept. of Education, Columbus. Div. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date 70
 Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, Educational Planning, *Exceptional Child Education, Exceptional Child Services, *Handicapped Children, *Program Planning, *State Programs, State Standards

Identifiers—Ohio

The document reflects the planning of the Division of Special Education of the Ohio Department of Education for the development of special education programs and services for handicapped children in Ohio in the 1970's. Six major areas at the division planning level are focused upon: long-range goals, assumptions made in order to plan, specific objectives for the next 5 years, projected costs, criteria to evaluate the meeting of these objectives, and recommendations for implementation. At the program planning level, 13 programs or services (for specific handicaps or general special education services) are outlined in terms of goal, assumptions, objectives, priorities, and unit requests. At the level of regional planning, program planning and development centers, and instructional resource and materials centers are covered. Appended are the staff development state plan, revised certification standards, the university master plan, a list of approved units (1960-70) and approved enrollments (1960-70). (KW)

ED 046 139 EC 031 009
Garfunkel, Frank
 Development of a Setting and an Attitude: Disturbance in Head Start.

Boston Univ., Mass. Headstart Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 70

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Administrator Role, Attitudes, Behavior Patterns, Bias, Clinics, Community Role, *Disadvantaged Youth, *Emotionally Disturbed, *Environmental Influences, *Exceptional Child Research, Preschool Children, *Program Attitudes, Program Effectiveness, Research Design

Identifiers—Head Start

Presented is the final report of the South End Project of the Boston University Head Start Evaluation and Research Center. In a Head Start community a setting was created to study and service preschool children with emotional and social disturbances from low income homes. During the 3-year project, 112 children were seen, families interviewed, referrals made, special programs developed, and follow-ups initiated. Attention was especially paid to the language used to describe disturbed behavior, the use of alternatives as educational-treatment devices to involve parents and community, the roles of professionals

and other workers, and the use of behavioral variation as a conceptual vehicle for facilitating understanding of disturbance. Evidence was presented to support the argument that disturbance has to be studied in particular settings (either created or chosen), and that the findings will be a function of that setting. It is emphasized that, because lower income settings are particularly foreign to middle class researchers, they are very susceptible to bias, and that only after setting specific connections have been made and understood can generalization be possible. One is warned to be wary of generalizing a problem when it is simply a manifestation of a particular setting. (Author/KW)

ED 046 140 EC 031 010
The Way We Go to School: The Exclusion of Children in Boston.

Task Force on Children Out of School, Boston, Mass.

Spons Agency—Boston Univ., Mass. School of Medicine.

Pub Date 70

Note—87p.

Available from—Task Force on Children Out of School, 889 Harrison Avenue, Boston, Massachusetts 02118 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discipline Policy, *Educational Policy, Educational Practice, *Educational Responsibility, Emotionally Disturbed, *Exceptional Child Education, *Expulsion, Mentally Handicapped, Physically Handicapped, School Responsibility, *Suspension, Unwed Mothers, Withdrawal

Identifiers—Massachusetts

The report by the Task Force on Children Out of School describes practices and procedures of exclusion which prohibit a minimum of 4,000 school age children from attending the Boston public schools. Children who are culturally different, physically different (both handicapped and pregnant), mentally handicapped, and emotionally disturbed are discussed as primary groups of school exclusion. Examples of misplaced priorities in Boston's school policies are presented in areas of the School Department practices, school counselors and attendance officers, mental health services, and general administrative responses to children's needs. Specific recommendations to eliminate conditions of school exclusions are provided. Appendixes cite general laws relating to education, examples of school programs in other cities, statistical data from the survey of children out of school, and names of persons interviewed during the study. (RD)

ED 046 141 EC 031 011
Project IN/SLIP (Intermountain School Learner Identification Program). Final Report.

Utah State Univ. Foundation, Logan.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Aug 70

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Culturally Disadvantaged, *Evaluation, *Exceptional Child Research, *Identification, Junior High School Students, Navaho, Psychological Tests, Test Validity

Identifiers—Project IN SLIP

Approximately 300 ninth grade Navajo boys and girls attending Intermountain School for the first time or returning after a lengthy absence participated in two projects of psychological evaluations and vision, speech, and hearing evaluations. Analysis of the psychological testing (involving achievement, aptitude, and self concept measurements) revealed that 50% of the students fell in the lowest quartile of norms for beginning seventh grade students, that the Tennessee Self Concept Scale proved unreliable, and that the Cattell Culture Fair test appeared to be the most valid aptitude measurement for the group. Results of the sensory evaluations (including tests of articulation, audiometry, vision screening, and the Peabody Picture Vocabulary Test) also indicated that the subjects scored below the available normative data in every area. (RD)

ED 046 142 EC 031 012
Kohn, Martin And Others
 Prediction of First Grade Social-Emotional and Intellectual Functioning.

William Alanson White Inst., New York, N.Y.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Mar 70

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, *Followup Studies, *Grade 1, Personality Theories, Prediction, *Predictive Validity, *Preschool Evaluation, Success Factors

In order to determine the longitudinal persistence of two major personality dimensions, namely Apathy-Withdrawal versus Interest-Participation (Factor 1) and Anger-Defiance versus Conformity-Compliance (Factor 2), and to test the hypothesis that the social-emotional functioning of the preschool child is predictive of later intellectual-academic performance, 323 children previously tested were retested 12 to 18 months later after entering first grade. Results showed a relationship between Apathy-Withdrawal (Factor 1) and poor academic achievement, but indicated no relationship between Anger-Defiance (Factor 2) and academic performance. Analysis also revealed that one type of disturbed social-emotional functioning (Apathy-Withdrawal) is predictive of deficient intellectual functioning. Various hypotheses were discussed involving the influence and relationships of background-demographic variables of age, sex, ethnic background, family size and stability, parental levels of education and occupation, family income, and school environment. (RD)

ED 046 143 EC 031 013
Neal, Larry L., Ed.

Recreation's Role in the Rehabilitation of the Mentally Retarded.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Research, Demonstrations, and Training.

Pub Date Sep 70

Note—89p.; Proceedings of a conference (Eugene, Oregon, May 19-21, 1969)

Available from—Rehabilitation Research and Training Center in Mental Retardation, Dept. of Special Education, University of Oregon, Eugene, Oregon 97403

Document Not Available from EDRS.

Descriptors—Camping, *Conference Reports, *Exceptional Child Education, Handicrafts, Leisure Time, *Mentally Handicapped, Physical Activities, Physical Recreation Programs, *Recreation, Recreational Programs, *Rehabilitation

The monograph presents the proceedings from a conference sponsored by the Rehabilitation Research and Training Center in Mental Retardation of the University of Oregon (held May 19-21, 1969). Topics concerning recreation's role in the rehabilitation of the mentally handicapped include the following: the role of therapeutic recreation specialists, the recreational needs of the retarded, characteristics and prevalence of the condition of mental handicaps, current status of recreation programming, the role of the municipal recreation department, guidelines for change, and interaction between institution and community. Also provided are separate papers describing the concepts of programming through the areas of arts and crafts, bowling, rehabilitative camping, music, special Olympics, scouting, swimming, and equipment design. The federal impact on recreation with the mentally handicapped is discussed, and a seminar summary and evaluation are included. (RD)

ED 046 144 EC 031 014
Blatt, Burton

Exodus from Pandemonium: Human Abuse and Reformation of Public Policy.

Pub Date 70

Note—268p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$9.85)

Document Not Available from EDRS.

Descriptors—*Discriminatory Attitudes (Social), *Discriminatory Legislation, Human Dignity, *Human Relations, *Institutions, Mentally Handicapped, Psychological Needs, *Social Values

Identifiers—Human Abuse

As a result of personal observations of state institutions for the mentally handicapped, the author describes the tragic and inhuman conditions with vivid examples of specific patients and incidents. The account further explores the entire concept of human abuse which is propagated both by social institutions (such as the prison system) and by society's apathy (such as racial segregation). The author examines the historical prevalence of human abuse and asserts the belief that the responsibility and guilt lies with all of mankind. Written in verse format, a section of the text discusses concepts of evil, good, hope, love and related aspects inherent in the human condition. The author, in describing the despicable and pessimistic conditions, provides information on incidence, expenditure allotments per state, legislative progress and problems, the author's address to the Massachusetts legislature, and the author's experience while visiting a Nazi concentration camp. A selected, annotated bibliography on human abuse is presented. (RD)

ED 046 145

EC 031 015

Rothman, Esther P.

The Angel Inside Went Sour.

Pub Date 70

Note—333p.

Available from—David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 (\$7.95)

Document Not Available from EDRS.

Descriptors—*Adolescents, Delinquents, *Disadvantaged Youth, Emotionally Disturbed, *Exceptional Child Education, *Females, Personal Adjustment, Potential Dropouts, Self Concept, *Special Schools, Teaching Methods, Therapeutic Environment

Identifiers—Livingston School for Girls, New York

The author describes her experiences as principal of the Livingston School for Girls (New York City) which was created for delinquent adolescents suspended from regular schools. Using specific incidents and personal interpretations, the author discusses the policy and objectives of the school through descriptions of the girls themselves, curriculum planning, the work study program, methods of orientation, discipline concerns, and urgent recommendations for future needs. The therapeutic approach of Dr. Rothman and her staff is indicated throughout the narrative as composed of concern for the self esteem, personal adjustment, and individual responsibility for the disadvantaged teen-age girls. (RD)

ED 046 146

EC 031 021

Pratt, Eugene C.

Retarded Children: A Study of Educational Strategies.

Northern Iowa Univ., Cedar Falls.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Measurement, *Educable Mentally Handicapped, Educational Objectives, Educational Programs, *Exceptional Child Research, Learning Theories, Mentally Handicapped, *Program Evaluation, *Teaching Methods

Identifiers—Iowa

To evaluate the impact of a specific program on the learning of educable mentally handicapped (EMH) children, to assess the inter and intra-cognitive differences of the EMH, and to measure the relationship of children's learning to home circumstances, students from four Iowa Primary EMH classrooms were tested over a period of one academic year. The study was felt to reveal the inter and intra-child cognitive differences. However, it was felt that anticipated but localized cognitive gains are unlikely to be produced with a population of EMH children through experimental manipulation of a single curriculum variable during one academic year. Results were also felt to suggest that conditions in the home have little to do with the child's learning in the classroom. (CD)

ED 046 147

EC 031 022

Boninger, Walter B., Ed.

Proceedings of the Special Demonstration Workshop for Integrating Blind Children with Sighted Children into Ongoing Physical Educa-

tion and Recreation Programs (Cleveland, Ohio, October 9-10, 1969).

Cleveland Society for the Blind, Ohio.

Spons Agency—American Association for Health, Physical Education, and Recreation, Washington, D.C.; American Foundation for the Blind, New York, N.Y.

Pub Date 70

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Blind, *Exceptional Child Services, Physical Education, *Recreational Programs, *Regular Class Placement, *Visually Handicapped, *Workshops

A special education workshop (Cleveland, Ohio, October 9-10, 1969) for integrating blind children with sighted children into ongoing physical education and recreation programs is described. Physical education and blind children from the viewpoint of ophthalmology, social and psychological aspects of blindness as they relate to participation in physical activities, mobility and orientation in relation to physical education, highlights of Dr. William Freeberg's banquet presentation, and a summation of the workshop's activities given by Robert Holland are included. The question and answer periods at the end of each presentation are also recorded, as well as an evaluation form used at the end of the conference. (CD)

ED 046 148

EC 031 023

Lin-Fu, Jane S.

Lead Poisoning in Children.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date 70

Note—28p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Accident Prevention, Community Role, Death, *Disadvantaged Groups, *Exceptional Child Services, Mentally Handicapped, *Physical Health, Prevention, Slums

Identifiers—Lead Poisoning

Designed as a public information pamphlet, the text discusses the problem of lead poisoning in children. The preventable nature of the problem is stressed as well as needed action on the part of the public, physicians and other health workers, and the legislators. The pamphlet emphasizes that each of these areas is essential in preventing death or disabilities to children in urban areas. (CD)

ED 046 149

EC 031 025

McKinnon, Rachel And Others

A Follow-up Study of Graduates from a Vocational Rehabilitation Program in a Residential Training Center for the Mentally Retarded.

California State Dept. of Rehabilitation, Sacramento.

Pub Date Aug 70

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, *Follow-up Studies, Graduate Surveys, Institutionalized (Persons), *Mentally Handicapped, Parent Attitudes, *Residential Programs, Student Attitudes, *Vocational Rehabilitation

A follow up study of graduates from a vocational rehabilitation program, in a residential training center for the mentally handicapped, was conducted. Characteristics of the students, economic benefits, changes in level of functioning, need for additional services, student attitudes toward the in-hospital program, and parental attitudes toward the rehabilitation program were reviewed. The follow up study was felt to point out the need for further services such as a resource person available to employers to enhance understanding, more training in utilization of leisure time and orientation to the community. (CD)

ED 046 150

EC 031 026

Skipper, Charles E.

A Longitudinal Study of the Development of Creativity.

Dayton City Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Creative Development, Creative Expression, *Creativity Research, *Longitudinal Studies, Research Projects, Talent Utilization

To determine if creative behavior could be developed in adolescents, a longitudinal (three year) evaluation of the Living Arts Program (held in the Dayton, Ohio schools) was conducted. An experimental group of 188 eighth, ninth, and tenth graders and a matched control group were compared with analysis by sex. The experimental group had the opportunity to participate in many facets of the arts and to study in depth one or more of the arts through exhibitions, lecture-demonstrations, performances, and individual presentations by guest artists and Living Arts staff. The results indicated that students enrolled in the program, when compared to a matched control group, became more deeply involved in cultural activities of the community, developed verbal skills (including fluency, flexibility and originality), and engaged in more independent creative activities. (CD)

ED 046 151

EC 031 027

Pronovost, Wilbert And Others

Educational Evaluation and Programming for Children with Auditory Disorders.

Boston Univ., Mass. School of Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 70

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Auditory Training, *Aurally Handicapped, Evaluation Methods, *Exceptional Child Research, *Program Evaluation

The report is concerned with the activities of a 3 year pilot project of an educational evaluation and programming unit for children with auditory disorders. The educational evaluation process, the programs and problems of implementation, dissemination, other project activities and an evaluation of the project are discussed. Appendixes cover such areas as staff, facilities and equipment, tabulations of data on children, and questionnaires for an evaluation of the project. (CD)

ED 046 152

EC 031 028

Nizan, Arye Avidor, Hanna

An Empirical Study of Handicapped Persons in Israel in Need of Vocational Rehabilitation.

Vocational Rehabilitation Council, Jerusalem (Israel).

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 69

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Handicapped, *National Surveys, Research Methodology, *Research Projects, Social Services, *Socioeconomic Influences, Statistical Data, *Vocational Rehabilitation

Identifiers—Israel

Designed to estimate the number of vocationally handicapped persons in Israel; to identify their demographic, social, physical and vocational characteristics; to ascertain the amount and nature of services received; and to identify the potential clients for rehabilitation, the research report describes the study undertaken. In order to identify the handicapped, questions were added to the questionnaire of the regular labor force sample survey; social workers (specialists in vocational rehabilitation) interviewed those identified by the questionnaire; and two teams composed of a physician and a vocational rehabilitation expert assessed the vocational rehabilitation prospects of the interviewees. From the sample it was estimated that approximately 2.9% of the total population in Israel are vocationally handicapped and that roughly 39.1% of them have reasonable prospects for rehabilitation. A major portion of the document is devoted to the characteristics of the vocationally handicapped, covering demographic, physical, social, and vocational characteristics. Social and rehabilitation services available and prospects for the future are outlined. (CD)

ED 046 153

EC 031 237

Schreiber, Meyer, Ed.

Social Work and Mental Retardation.

Pub Date 70

Note—758p.

Available from—John Day Company, 257 Park Avenue South, New York, New York 10010 (\$12.95)

Document Not Available from EDRS.

Descriptors—Agency Role, *Exceptional Child Services, Family (Sociological Unit), *Mentally Handicapped, *Mental Retardation, Parent Associations, Professional Personnel, *Social Services, *Social Work, Social Workers, Welfare Services

Of special interest for social work students, teachers, and practitioners, the collection of 94 articles presents a broad survey of the field of mental retardation particularly as it relates to social work. The articles indicate both past work and the current status of social work practice with the mentally retarded. Material includes background information on retardation from the social and behavioral sciences, and information on the retardate himself, his family, his social network, basic relevant concepts from social work and current social service practices, and some vital issues. Twelve major units of articles deal specifically with such topics as perspectives on our current state of knowledge, philosophy and values regarding the mentally retarded, social welfare policy, models of service delivery, the parent self-help group, provision of various specific social services to retardates and their families, utilization of paraprofessionals and professionals in delivery of services, social work education, and social research. (KW)

ED 046 154 EC 031 238

Baumeister, Alfred A., Ed. Butterfield, Earl, Ed. Residential Facilities for the Mentally Retarded.

Pub Date 70

Note—405p.

Available from—Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois 60605 (\$12.95)

Document Not Available from EDRS.

Descriptors—*Exceptional Child Services, Institutional Administration, Institutional Environment, Institutionalized (Persons), Institutional Personnel, *Institutions, *Mentally Handicapped, Residential Care, *Residential Programs, Services

The handbook on residential institutions, for professionals and students in the field of mental retardation, attempts to interpret the institution as a part of the culture which it serves, avoiding emotional responses but suggesting formulas for change. Characteristics of contemporary institutions for the mentally retarded are examined and analyzed - history, organization, programs, goals, and prospects. Included are 13 original papers. The history and evolution of institutions and their philosophies are considered, as well as the planning of residential facilities. Statistical methods and data for evaluation are discussed. Other articles treat dimensions of institutional life (social organization, possessions, time, space), and the partnership of programming and research. Specialized programs and services discussed include behavior modification, educational programs, psychological services, adjunctive therapy, speech and hearing services, medical services, and functions of social workers in residential facilities for the mentally retarded. (KW)

ED 046 155 EC 031 239

Larsen, Judith Kaeding And Others Critical Behaviors in the Care of the Mentally Retarded. Volume I: Behavior of Nurses.

Pub Date 69

Note—238p.

Available from—American Institutes for Research, 135 North Bellefield Avenue, Pittsburgh, Pennsylvania 15213 (\$5.50)

Document Not Available from EDRS.

Descriptors—*Behavior, Behavior Patterns, *Exceptional Child Services, Institutional Personnel, Institutions, *Mentally Handicapped, *Nursing, Professional Personnel, *Residential Care

Designed for use in education and training and for applied research in selection and evaluation methods, the book reviews the actual behaviors of nurses caring for the institutionalized mentally retarded. Abstracts of more than 2,000 critical behaviors of nurses (incidents derived from reports of actual observations) are included. Behaviors are organized under 16 major categories: providing for physical needs, checking and observing, training, controlling behavior, responding to emotional needs, preventing injury to patient and others, coping with emergencies, using

ingenuity, taking responsibility, maintaining ethical and moral behavior, contributing to ward management, interacting with families and visitors, reporting, supervising working patients, and teaching employees. Within each category effective and ineffective behaviors are listed separately. A companion source book describes behaviors of attendants (see EC 031 240). (KW)

ED 046 156 EC 031 240

Jacobs, Angeline Marchese And Others Critical Behaviors in the Care of the Mentally Retarded. Volume II: Behavior of Attendants.

Pub Date 69

Note—390p.

Available from—American Institutes for Research, 135 North Bellefield Avenue, Pittsburgh, Pennsylvania 15213 (\$5.50)

Document Not Available from EDRS.

Descriptors—*Attendants, *Behavior, Behavior Patterns, *Exceptional Child Services, Institutional Personnel, Institutions, *Mentally Handicapped, Nonprofessional Personnel, *Residential Care

The book contains abstracts of more than 8,000 critical behaviors of attendants in caring for the mentally retarded in an institutional setting. Reports of actual observations of behaviors are the source of the descriptive abstracts. Within each of 15 categories, behaviors are divided according to those which are highly effective or highly ineffective. A companion source book concerns the behaviors of nurses in a similar setting (see EC 031 239). (KW)

ED 046 157 EC 031 241

Daniel, William A., Jr. The Adolescent Patient.

Pub Date May 70

Note—444p.

Available from—C. V. Mosby Company, 3207 Washington Boulevard, St. Louis, Missouri 63103 (\$20.50)

Document Not Available from EDRS.

Descriptors—*Adolescents, Communication Problems, Handicapped Children, Infectious Diseases, *Medical Evaluation, *Medical Treatment, Physical Development, Physical Examinations, Physical Health, Physicians, *Special Health Problems

Identifiers—Pediatrics

Written to orient the physician and paramedical personnel to the adolescent patient, the book provides information concerning the changes of adolescence, and age-related problems and illnesses. Part 1 discusses the essence of adolescence by describing physical, mental, and emotional growth and development. Part 2, the major section, consists of 21 chapters on specific problems of the adolescent patient. Examined are obesity, skin disorders, renal disorders and hypertension, gynecological problems, breast and ovarian tumors, pregnancy, genetic disorders, infectious diseases, venereal diseases, endocrine diseases, anemia, orthopedic problems, drug abuse, mild mental retardation, gynecomastia, menstrual disorders, headache and convulsive disorders. Also discussed are health needs, interviewing, and the pediatrician/social worker/adolescent relationship. Part 3 treats communicative handicaps and rehabilitation. (KW)

ED 046 158 EC 031 242

The Role of Media in the Education of Emotionally Handicapped Children.

New York State Education Dept., Albany, Div. for Handicapped Children; Suffolk County Board of Cooperative Educational Services, Patchogue, N.Y.

Pub Date 70

Note—91p.; Proceedings of the Special Study Institute (Riverhead, N.Y., April 22-24, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Closed Circuit Television, Computer Assisted Instruction, Conference Reports, *Emotionally Disturbed, *Exceptional Child Education, Instructional Materials Centers, Instructional Media, *Media Technology, Televised Instruction, Typewriting

Summarized are the proceedings of the Special Study Institute, attended by directors of special education and of educational communications, and by teachers of emotionally handicapped children. Several projects in the fields of special education media were presented and reviewed, illustrating innovative approaches to teaching emotionally handicapped children. Presentations

covered computer-based instructional units, use of media by teachers, the talking typewriter, computer-assisted instruction, analysis of student behavior via closed circuit television, and implications of educational television. Also included are the keynote address by Raymond Wyman and a discussion of the Special Education Instructional Materials Centers (SEIMCs). (KW)

ED 046 159 40 EC 031 243

Farmer, Michael Seitz, Sue An Investigation of Factors Influencing Learning in the Mentally Retarded, and Their Use in the Design of Instructional Materials. Interim Report.

Texas Univ., Austin.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-7-0185

Pub Date Dec 69

Grant—OEG-0-8-070185-1750

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, Institutionalized (Persons), *Learning Characteristics, *Mentally Handicapped, *Motivation Techniques, Reinforcement

To compare social versus mechanical presentation of stimulus material under prompted or trial-and-error (confirmation) conditions of learning, institutionalized educable and trainable mentally handicapped children were tested on a discrimination learning task. Results were felt to indicate that social reinforcement may not be as motivating for trainable as for educable subjects; and that prompted learning is not as effective as trial-and-error learning for discrimination tasks and trainable subjects. (CD)

ED 046 160 40 EC 031 244

Roberts, Cynthia

A Research and Training Program in Selected Aspects of Lexical and Syntactic Development in the Mentally Retarded - The Development of Conservation in Children: A Review of Theory and Practice. Interim Report.

Texas Univ., Austin.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-53-2163

Pub Date Jul 70

Grant—OEG-0-9-532163-4698(032)

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Cognitive Measurement, *Conservation (Concept), *Exceptional Child Research, Literature Reviews, Research Methodology

Identifiers—Piaget
The author attempts to analyze and synthesize the literature on the development of conservation (Piaget) in children in order to aid its use as a routine assessment instrument of an important aspect of cognitive development. The nature of conservation, a review of the literature, task variables, and training variables are discussed. The author concludes that performance on a conservation task is a reliable tool for specifying the level or stage at which the child is functioning; and that it is suitable for further research purposes (obtaining a rank ordering among subjects in a sample based on one facet of their cognitive ability.) Document EC 031 245 discusses the research project conducted. (CD)

ED 046 161 40 EC 031 245

Roberts, Cynthia

A Research and Training Program in Selected Aspects of Lexical and Syntactic Development in the Mentally Retarded: Reversal-Nonreversal Shift. Interim Report.

Austin State School, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-53-2163

Pub Date 70

Grant—OEG-0-9-532163-4698(032)

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, Institutionalized (Persons), *Language Learning Levels, Learning Characteristics, Mentally Handicapped

To investigate the relationship between performance on a word association test and on a reversal/nonreversal shift discrimination task, institutionalized educable mentally handicapped

children were tested. The study did not confirm the hypothesis that children who show evidence of rule-mediated performance on the word association test should also show evidence of learning a reversal shift faster than a nonreversal shift. The report was the second part of an interim research report project for Health, Education, and Welfare, (the first part dealt with establishing a conservation as a reliable tool for specifying the level of functioning). Document EC 031 244 outlines the methodology research conducted before testing. (CD)

ED 046 162 **EC 031 246**
A Study to Develop a Model for Employment Services for the Handicapped.
 Greenleigh Associates, Inc., New York, N.Y.
 Spons Agency—Department of Labor, Washington, D.C.
 Pub Date Aug 69
 Note—134p.

Available from—Greenleigh Associates, Inc., 355 Lexington Avenue, New York, New York 10017 (\$4.00)

Document Not Available from EDRS.

Descriptors—Employment Opportunities, *Exceptional Child Research, *Handicapped, *Incidence, Job Placement, Job Skills, *Models, Services, Statistical Data, Vocational Counseling, *Vocational Rehabilitation

The report reviews estimates of the number of disabled who could be brought into the labor market, and describes some of the characteristics of the vocationally handicapped. Certain critical need categories are recognized, and a model for employment services is designed to provide special emphasis to services for these critical need groups. (CD)

ED 046 163 **EC 031 247**
 Rogers, Robert W. K. C. Spence, Philip H.
A Place at Work: The Working Environment of the Disabled.
 Pub Date 69
 Note—207p.

Available from—Robert Mac Lehos and Company, Ltd., University Press, Glasgow W.3, Scotland

Document Not Available from EDRS.

Descriptors—Architects, *Architecture, Building Design, *Environmental Research, Equipment Evaluation, *Exceptional Child Services, *Handicapped, Rehabilitation Centers, Sheltered Workshops

Identifiers—Habilitative Aids

Designed for the architect and student, the text concerns the health of the disabled as seen through the eyes of the architect. The total environment of the handicapped is the focal point of the approach. It begins with schools; then looks at medical treatment and rehabilitation as dealt with in hospitals, special rehabilitation centers, and occupational therapy units. Sheltered workshops are dealt with at length, followed by a look at factories offering open employment. Workshop design and equipment used are examined as well as the surroundings of the special buildings. Floor plans, diagrams, and photographs supplement the text, and recommendations and guides to be used by those commissioning architects are included. (CD)

ED 046 164 **EC 031 248**
 Meyen, Edward L. And Others
In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session II: Experience Unit - Family and Home, Advanced Level.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Bureau No—BR-6-2883
 Pub Date [68]

Note—43p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, *Educable Mentally Handicapped, *Exceptional Child Education, *Family Life Education, Mentally Handicapped, Resource Guides, Teaching Guides, Teaching Methods, *Unit Plan

In-service training materials, dealing with family and home, for teachers of the educable mentally retarded are presented. The unit on the family is designed for the advanced special education pupil who is 15 years old or more. A list of subunits to be explored is given, resource

materials listed and experience chart information supplied. Such areas as food, grooming, sex education, safety, homemaking and leisure time are examined. The intermediate level volume is available as EC 031 388. (CD)

ED 046 165 **EC 031 249**
 Meyen, Edward L.
Demonstration of Dissemination Practices on Special Class Instruction for the Mentally Retarded: Utilizing Master Teachers as In-Service Educators, Volume I. Final Report.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2883

Pub Date Nov 69

Grant—OEG-3-7-02883-0499

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Exceptional Child Education, Guidelines, *Inservice Teacher Education, *Mentally Handicapped, Models, Program Descriptions, *Program Design, Teacher Developed Materials

The document is the first of three volumes (Volume 3 is a film) dealing with the demonstration of dissemination practices on special class instruction for the mentally handicapped utilizing master teachers as inservice educators. Volume I is a report on functions and guidelines for replication. Inherent in the volume is a detailed discussion on the design of the model. Every aspect of the project is reviewed. An overview of the model, consulting teacher concept, development of curriculum materials, training sessions, special activities, and an organizational model for operations and continuation are given. (CD)

ED 046 166 **EC 031 250**
 Meyen, Edward L.
Demonstration of Dissemination Practices on Special Class Instruction for the Mentally Retarded: Utilizing Master Teachers as In-Service Educators, Volume II. Final Report.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2883

Pub Date Nov 69

Grant—OEG-3-7-02883-0499

Note—163p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Evaluation, *Evaluation Methods, *Exceptional Child Education, Films, *Inservice Teacher Education, *Mentally Handicapped, *Program Evaluation

Volume 2 of three volumes dealing with demonstration of dissemination practices on special class instruction for the mentally handicapped (utilizing master teachers as inservice educators) reports on the evaluation of project activities. A frame of reference on the overall project is provided, and data regarding the effectiveness of the model emphasized. The evaluation process is structured to provide an ongoing source of feedback on the model. Demographic features, evaluation procedures, results, and conclusions and recommendations are cited. Volume 3 is a filmed report. The film begins with a recognition of the problems faced by the classroom teachers, works towards an understanding of the responsibilities of the consulting teacher, and concludes with an inside view of the system at work. (CD)

ED 046 167 **EC 031 251**
 Restaino, Lillian C. R. Socher, Penny A.
Curriculum Development for Young Deaf Children with Specific Learning Disabilities (Ages 4-8).

New York State Education Dept., Albany. Div. for Handicapped Children.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—140p.; Project CREED 4, September 1969 to August 1970

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aurally Handicapped, *Curriculum Development, Curriculum Evaluation, Early Childhood, Exceptional Child Education, *Exceptional Child Research, *Learning Disabilities, Program Development, *Remedial Programs

Identifiers—Elementary and Secondary Education Act Title I, New York

The CREED 4 Project, the fourth of a continuing series, had as its objective the development of activities and materials for the remediation of deficits found in deaf children (ages 4-8 years) with special learning problems and who had been administered the battery of tests developed in CREED 3, designed to assess five critical areas. A sample of 22 classes from the 11 schools for the deaf in New York State participated in the project. Both typical and learning disabled deaf children were included. Instructional procedures and materials were selected for the five skill areas of gross motor coordination, sensory-motor integration, visual analysis, attention and memory, and conceptualization. Sequential levels of instruction were developed, as was a teacher's guide. The program was subjected to pilot trial in the field and then evaluated by the administration of the CREED 3 Test Battery to participating classes, and by rating forms, written narratives, and discussion from both teachers and observers. Included are the evaluation results, on the basis of which recommendations are made for program modifications related to the variables of interest, level of mastery, validity of sequence, relevance, and practicality. (KW)

ED 046 168 **EC 031 252**
Science: A Guide for Teaching the Handicapped.
 Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2883

Pub Date Nov 70

Note—162p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Development, *Educable Mentally Handicapped, *Exceptional Child Education, Guidelines, Mentally Handicapped, Science Activities, *Sciences, *Teaching Guides

Presented are guidelines for planning science programs for the educable mentally retarded at four levels of difficulty: primary, intermediate, junior high, and senior high school levels. Areas of study covered at each level are animals, plants, weather and seasons, the earth, the universe, forces, human beings, and the environment. General objectives, an outline of content, resource materials, suggested experiments, initiatory and assimilating activities, and selected starter units are included. Evaluation sheets are also included. (KW)

ED 046 169 **EC 031 253**
 Riley, Lawrence E., Ed. Nagi, Saad Z., Ed.
Disability in the United States: A Compendium of Data on Prevalence and Programs.

Ohio State Univ., Columbus. Coll. of Medicine.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 70

Note—127p.

Available from—Division of Disability Research, Dept. of Physical Medicine, College of Medicine, The Ohio State University, 472 West 8th Avenue, Columbus, Ohio 43210

Document Not Available from EDRS.

Descriptors—Agencies, Facilities, Federal Aid, Financial Support, *Handicapped, *Incidence, Insurance Programs, National Programs, *National Surveys, Private Agencies, Private Financial Support, *Program Descriptions, Rehabilitation Programs, State Aid, *Statistical Data

The data are intended to offer a comprehensive picture of disability and rehabilitation in the United States. Provided are a selection of existing statistics on the prevalence and distributions of disability and the programs, organizations, and occupations concerned with the disabled and their rehabilitation. Also included is an account of existing sources of data. Tables on prevalence and distributions include National Health Survey Estimates, and the 1966 Social Security Disability Survey. Tables on public and private programs describe Social Security Disability Insurance, public assistance programs, state-federal rehabilitation services, veterans disability benefits, railroad disability insurance, workmen's compensation programs, the U.S. Employment Service and the disabled, public employees' retirement programs, and private disability insurance. Statistics on occupations and facilities serving the disabled are also included. (KW)

ED 046 170 40 EC 031 254

Gladis, Sister Mary Paulette

The Influence of Typewriting on Selected Language Arts Skills and Motor Development of the Educable Mentally Handicapped, Volume I. Final Report.

North Dakota Univ., Grand Forks.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-44-2199

Pub Date Aug 70

Grant—OEG-0-70-1220(607)

Note—152p.; Doctoral Dissertation, University of North Dakota

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Educable Mentally Handicapped, *Exceptional Child Research, *Language Arts, Language Instruction, Mentally Handicapped, *Motor Development, Reading Skills, Spelling, *Typewriting, Vocabulary Development

To determine the influence of typewriting on selected language arts skills and motor development of the educable mentally retarded (EMR), the study investigated the academic achievement of such students in reading, vocabulary, spelling, and in motor skill development resulting from the use of the typewriter and specially prepared typewriting materials. Control and experimental groups consisted of 30 EMR students each. For 8 weeks students were taught touch typewriting, then for 20 weeks received instruction in language arts skills in addition to regular reading lessons. The experimental group completed the programmed exercises on electric typewriters, while the control group completed them by writing with pencil or pen. Pre- and posttests were administered. Adjusted mean scores of the experimental group were higher in reading, spelling, and in 10 of the 14 motor development subtests (in two of which statistical significance was attained). No significant differences in vocabulary performance were noted. Positive attitudes toward typewriting were observed to be strong. Appendices are contained in Volume II (EC 031 255). (KW)

ED 046 171 40 EC 031 255

Gladis, Sister Mary Paulette

The Influence of Typewriting on Selected Language Arts Skills and Motor Development of the Educable Mentally Handicapped, Volume II. Final Report.

North Dakota Univ., Grand Forks.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-44-2199

Pub Date Aug 70

Grant—OEG-0-70-1220(607)

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Educable Mentally Handicapped, *Exceptional Child Research, *Language Arts, Language Instruction, Mentally Handicapped, *Motor Development, Reading Skills, Spelling, *Typewriting, Vocabulary Development

The second of two volumes, the document contains the appendices to a study which investigated the influence of typewriting on selected language arts skills and motor development of educable mentally retarded students. The academic achievement of such students in reading, vocabulary, spelling, and in motor skill development, after completing language arts programmed exercises on electric typewriters instead of by hand with pen or pencil, is recorded in Volume I (see EC 031 254). The appendices contain material on such topics as progress reports, participating schools, characteristics of subjects, typewriting materials, progress record forms, evaluation and case study forms, typewriting tests, raw data, case studies, and teachers' evaluations. (KW)

ED 046 172 EC 031 256

Vails, Lavolia W. And Others

ESEA Title III Special Education Projects: Fiscal Year 1970. Final Evaluation Report. District of Columbia Public Schools, Washington, D.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 70

Note—236p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Aphasia, Deaf Blind, *Educational Programs, Emotionally Disturbed, *Exceptional Child Research, *Handicapped Children, Mentally Handicapped, Multiply Handicapped, *Program Evaluation, Rubella, Trainable Mentally Handicapped

Identifiers—District of Columbia, Elementary and Secondary Education Act Title III

Five experimental programs in the District of Columbia, which were implemented in 1968-69 and have served 116 handicapped children, are evaluated. The programs provided individualized instruction for aphasic, rubella, severely mentally retarded, seriously emotionally handicapped, and multiply handicapped children. A summary and a consultant's detailed evaluation of each program are included. The extent to which programs met their objectives, strengths and weaknesses, successes and failures are examined, and recommendations offered. Descriptive statistical data is included. Programs concentrated upon the development of linguistic and conceptual ability for aphasics, behavior modification principles in the emotionally handicapped program, the training of adaptive behaviors for the mentally retarded, and comprehensive education for the multiply handicapped deaf and the rubella children. (KW)

ED 046 173 EC 031 257

Slick, Myrna H.

Recreational Reading Materials for Special Education Students.

Pub Date 10 Apr 69

Note—37p.; Submitted by the author in partial fulfillment for Masters degree, University of Pittsburgh

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Educable Mentally Handicapped, *Exceptional Child Education, Leisure Time, *Library Services, *Reading Materials, Recreational Reading, School Services, Secondary Schools

The provision of recreational reading materials and programs for the special education student, defined for this study as the educable mentally retarded, is considered. The role and responsibility of the high school librarian in this area is defined, emphasizing cooperation with the special education classroom teachers. Methods which librarians can use to reach and interest the students in reading are discussed. Sources to help the librarian find appropriate available books are listed. The major section of the paper is an annotated list of suggested books to purchase for library use for special education students. The list is limited to recreational reading materials currently being published (at the time of writing). Recommended publishers to contact are also included. (KW)

ED 046 174 EC 031 258

Barnett, John L. And Others

Special Education Early Childhood Project in Fort Worth Independent School District.

Fort Worth Independent School District, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—R-1

Pub Date 70

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education, Curriculum Development, *Disadvantaged Youth, Early Childhood Education, *Exceptional Child Education, *Learning Difficulties, *Preschool Education, *Program Design

Identifiers—Elementary and Secondary Education Act Title VI, Texas

The report outlines the basic administration and program of the special education early childhood project for children aged 2-5 years whose behavior suggests potential learning problems. The rationale of the program is presented, including a special education model. Objectives listed include identification of such children, instructional program development, a home-school counseling program, staff development program, and an evaluation program. Instructional strategies are discussed in terms of diagnosis, sequencing, teaching techniques, evaluation, and planning, lessons, and prescriptions. The summary of instructional content covers social, emotional, language, motor, and parental development. Six hypotheses conclude the report. (KW)

ED 046 175 EC 031 259

Statistical Data for Special Education Services, Fiscal Year 1970. Annual Report.

Illinois State Dept. of Mental Health, Springfield. Pub Date 70

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Emotionally Disturbed, *Exceptional Child Services, Facilities, Financial Support, Institutionalized (Persons), *Mentally Handicapped, Personnel, Professional Personnel, Residential Programs, *State Programs, *Statistical Data

Identifiers—Illinois

The report provides statistical data useful to persons responsible for providing special education and related supportive services in Illinois for the mentally retarded and the emotionally disturbed. The data concern children and adolescents in these categories, aged 5-20 years, who are receiving special education services primarily in Department of Mental Health residential facilities or on an outpatient basis. The data describe the facilities, resident population, students enrolled in programs, outpatient population, personnel, and funding. (KW)

ED 046 176 EC 031 260

Cawley, J. F. And Others

Verbal Problem Solving Among Educable Mentally Retarded Children.

Connecticut Univ., Storrs.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 70

Grant—OEG-0-70-2250(607)

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, Problem Solving, *Verbal Learning

Two samples of 31 educable mentally handicapped (EMH) children differentiated by IQ level were given a test of verbal problem solving in order to identify the effect of three parameters upon verbal problem-solving performance. The three parameters studied were existential quantification, superordinate set identification, and extraneous information. Eight problem conditions were created, reflecting systematic inclusion or exclusion of each parameter. Six single-step addition problems (addends less than ten) were composed for each of the conditions. Presence of a distractor (extraneous information) was significant (p less than .01). Higher IQ EMH children significantly outperformed lower IQ EMH children on the tasks (p less than .01), but failed to demonstrate expected performance on problems with extraneous information. The findings were felt to suggest a rote computation habit, rather than active processing of verbal information, as the problem solving style of many EMH children at all IQ levels. The need for carefully developed programs in verbal problem solving was indicated. (Author)

ED 046 177 EC 031 262

Educational Specifications for Physical Plant Exceptional Child Center: Facility for the Trainable Mentally Retarded.

Duval County Schools, Jacksonville, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date 8 Jul 69

Note—46p.; This is revision of report issued April 18, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architectural Programming, Classroom Furniture, Educational Equipment, *Educational Facilities, *Exceptional Child Education, Family Life Education, Intermediate Grades, Mentally Handicapped, Primary Grades, Program Descriptions, *Trainable Mentally Handicapped

Identifiers—Florida

Educational specifications for a physical plant facility for trainable mentally handicapped children (for Duval County, Florida schools) are detailed in the document. Goals, objectives, and program content and activities (for primary, intermediate, preoccupational and family living levels) are outlined, including furniture and equipment listings, and special considerations for each level. Diagrams and floor plans for the plant facility are included. (CD)

ED 046 178 EC 031 263

Educational Specifications for Special Education Facility.

Dade County Public Schools, Miami, Fla.

Pub Date 69

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architectural Programing, Classroom Arrangement, Educational Equipment, *Educational Facilities, *Exceptional Child Education, *Handicapped Children

Identifiers—Florida

Educational specifications for an educational facility are detailed in the report. Space requirements, daily schedules, and equipment (for the orally, visually, intellectually, emotionally, learning, and motor disabled) are discussed and diagrams are provided. (CD)

ED 046 179 EC 031 264

Educational Specifications for Center for Trainable Mentally Retarded.

Alachua County School Board, Gainesville, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date 69

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Programing, Building Design, *Educational Facilities, *Educational Specifications, *Exceptional Child Services, Mentally Handicapped, Program Proposals, *Trainable Mentally Handicapped

Educational specifications for a center for trainable mentally handicapped children are outlined. Philosophy and objectives and discernable curriculum trends for the future are provided. The site (planning, development, playground area, pupil transportation), the program (what the teacher does, what the student does or way of work, size of groups, school day - hours for students and teachers), space requirements (two preprimary rooms, two primary, and two intermediate rooms, supplementary office area, one clinic, one teacher's workroom, outside storage space for physical education equipment, and custodial storage space), special considerations (safety), and arrangement of facilities are discussed. (CD) <

ED 046 180 EC 031 265

A Guide for Teachers of Educable Mentally Handicapped Children.

Oklahoma State Dept. of Education, Oklahoma City, Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—173p.; Vol I-Primary

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agencies, Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Mentally Handicapped, Organizations (Groups), Placement, *Primary Grades, Resource Guides, *Teaching Guides

Identifiers—Oklahoma

Designed for the teacher of the educable mentally handicapped, the guide presents a detailed outline of suggestions, activities, and teaching aids useful in the instruction of mentally handicapped children. The guide is the first of three volumes (primary, intermediate, and secondary) containing introductory and theoretical chapters plus detailed suggestions for the primary curriculum, and an agencies and organizations listing. Such areas as health, safety, social experiences, language arts, numbers and science experiences, arts and crafts, and games are covered. Volume 2 is available as EC 031 266. (CD)

ED 046 181 EC 031 266

A Guide for Teachers of Educable Mentally Handicapped Children.

Oklahoma State Dept. of Education, Oklahoma City, Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—172p.; Vol II-Intermediate

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agencies, *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, *Intermediate Grades, Mentally Handicapped, Organizations (Groups), *Teaching Guides

Identifiers—Oklahoma

Designed for intermediate teachers of the educable mentally handicapped, the guide (Volume 2 of a three part series) presents a detailed outline of suggestions, activities and teaching aids useful in instruction. Health and safety, physical education, language arts, social experiences, numbers and science, and arts and crafts are discussed. Volume 1 is available as EC 031 265. (CD)

ED 046 182 EC 031 267

Oklahoma Curriculum Guide for Teacher-Coordination of Educable Mentally Handicapped Students.

Oklahoma State Dept. of Education, Oklahoma City, Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—115p.; Vol III - Grades 10-11-12

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, *High School Students, Mentally Handicapped, Resource Guides, Teacher Developed Materials, Teacher Role, Teaching Guides, *Vocational Education

Identifiers—Oklahoma

Designed for teachers of educable mentally handicapped adolescents (grades 10, 11, 12), the guide provides basic resource units, outlines for each unit and duties of the teacher, and supportive materials to be used. Supervised work experience is coordinated with classroom instruction as well. The guide complements the two books of the three volume series (EC 031 265 and EC 031 266) on primary through secondary grades. (CD)

ED 046 183 EC 031 272

Gardner, James M., Ed. Mental Retardation 1970: Selected Papers from the 94th Annual Meeting of the American Association on Mental Deficiency (Washington, D.C., May, 1970).

Orient State Inst., Ohio.

Pub Date 70

Note—69p.; Vol 1, Theoretical Papers

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Conference Reports, *Exceptional Child Education, Theories

Identifiers—American Association on Mental Deficiency

Papers dealing with behavior modification, presented at the annual meeting of the American Association on Mental Deficiency (94th, Washington, D.C., May, 1970), are given in a two volume series. Volume 1 deals with the theoretical papers on behavior modification. Burton Blatt urges much needed reform in the mental institutions of today; ground rules for behavior modification as applied to the educational setting are discussed by Donald MacMillan; Steven Forness talks about behavior modification as an educational and training tool; measurement of adaptive behaviors for programming in residential institutions is explored by Earl Balthazar; and Sherman Yen discusses the mental health technician in the psychological service. (CD)

ED 046 184 EC 031 273

Gardner, James M., Ed. Mental Retardation 1970: Selected Papers from the 94th Annual Meeting of the American Association on Mental Deficiency (Washington, D.C., May, 1970).

Orient State Inst., Ohio.

Pub Date 70

Note—98p.; Vol 2, Research Papers

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Conference Reports, *Exceptional Child Research, *Research Reviews (Publications)

Identifiers—American Association on Mental Deficiency

Research papers on behavior modification, presented at the 94th annual meeting of the American Association on Mental Deficiency, are cited in Volume 2 of a two part series. Presentations by James Gardner, Maurice Dayan, Luke Watson, Robert Wahler, and Robert Conrad are given. Volume 1 (EC 031 272) deals with theoretical papers and complements Volume 2. (CD)

ED 046 185 EC 031 274

Bijou, Sidney W.

The Technology of Teaching Young Handicapped Children.

Illinois Univ., Champaign.

Pub Date Jan 71

Note—30p.; Paper presented at the First Symposium on Behavior Modification (Xalapa, Mexico, January, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Early Childhood, *Emotionally Disturbed, *Exceptional Child Research, Individualized Instruction, Research Proposals, Socially Maladjusted, *Teaching Methods, Technology

To fabricate a technology for teaching young school children with serious behavior problems, classroom materials, curriculum format, and teaching procedures were developed, and problems that evolve from the technology investigated. Two classrooms were architecturally designed to provide the basic needs of a special classroom and to facilitate observation of the children and data collection. The basis of the technology was individualized instruction. Research studies derived from the experiment were cited and implications of a technology of special teaching explored. (CD)

ED 046 186 EC 031 275

Dunwoody, Robert M.

Educational Specifications for a Facility for Trainable Mentally Retarded.

Pub Date Jun 70

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architectural Programing, *Educational Facilities, Equipment Utilization, *Exceptional Child Services, Mentally Handicapped, Program Design, *Trainable Mentally Handicapped

Identifiers—Florida

Educational specifications for a facility for trainable mentally handicapped children are outlined. The educational programs of the school, overall facilities list, and area specifications are cited. Such areas as school lunch services, toilets, and custodial and mechanical equipment are discussed. (CD)

ED 046 187 EC 031 276

Secondary Educational Specifications Special Education Supplement.

Bay County Public School System, Panama City, Fla.

Pub Date 1 Apr 70

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Programing, Curriculum Design, *Educable Mentally Handicapped, Educational Facilities, Educational Philosophy, *Educational Specifications, *Exceptional Child Services, Mentally Handicapped, *Secondary School Students

Educational specifications for secondary educable mentally handicapped children are discussed. The philosophy, instructional programs, space needs, storage, special considerations (environmental, utilities), and relationships (within the program, to closely related programs) are covered. (CD)

ED 046 188 EC 031 277

Travel Barriers. Summary.

Department of Transportation, Washington, D.C.

Pub Date May 70

Note—48p.; Complete technical report, also entitled Travel Barriers, is available from National Technical Information Service, Springfield, Va. 22151 (PB-1187 327, HC \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architectural Barriers, *Blind, Guidelines, *Physically Handicapped, *Transportation, Visually Handicapped Mobility

Identifiers—Travel Barriers

The report summarizes the findings of a research program concerning accessibility of public transportation, particularly for the physically handicapped. The handicapped are identified; travel by the chronically handicapped is explored; and travel barriers are discussed. Design and operating guidelines, selection and application of the guidelines, and conclusions and recommendations are cited. (CD)

ED 046 189

EC 031 278

McGrady, Harold J.
Learning Disabilities: Implications for Medicine and Education.

Pub Date 21 Jun 70

Note—25p.; Paper presented at the ASHA-AMA Annual Pre-Convention Session on School Health (12th, Chicago, Illinois, June 21, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Services, Identification, *Interdisciplinary Approach, *Learning Disabilities, *Medical Evaluation, Physicians

Presented at the ASHA-AMA 12th Annual Pre-Convention Session on School Health (Chicago, June 21, 1970), the paper discusses children who have a specific learning disability. Terminology is considered and specific learning disability defined. Attention is given to how the learning disabled child is different, the significance of statistical incidence figures, and the types and severity of learning disabilities. The role of the physician in this area is defined—early identification of potential learning disabilities, diagnosis and treatment of any medical conditions, and referral and consultation with appropriate educational and psychological services for treatment and evaluation of the learning disorder itself. The difficulties and inadequacies of medical examinations for physical causes are noted. (KW)

ED 046 190

EC 031 279

Report of the Study Committee on Statewide Planning for the Education of the Deaf and Severely Hard of Hearing in California Public Schools.

California State Dept. of Education, Sacramento.

Pub Date 70

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, *Educational Programs, *Exceptional Child Education, Public Schools, Regular Class Placement, Special Classes, *State Programs, State Standards

Identifiers—California
The study to determine ways in which the educational programs for the deaf and hard of hearing in California's public schools might be strengthened and improved was undertaken by the State Department of Education, assisted by statewide committees of teachers and administrators involved in programs for the deaf. The final report, consisting of recommended guidelines for statewide planning for the education of the deaf and severely hard of hearing, covers eight aspects of the educational program: special educational provisions, minimum essentials for preschool and elementary programs, minimum essentials for high school programs, assignment of pupils to regular classes, program of evaluation, industrial arts and vocational-technical courses, programs for pupils with additional handicaps, and policies and procedures for admission, transfer, and dismissal. (KW)

ED 046 191

EC 031 280

Gourdeau, R., Ed.
The Hemophilic and His World.

Pub Date 70

Note—213p.; Proceedings of the 5th Congress of the World Federation of Hemophilia (Montreal, Canada, August 26-28, 1968)

Available from—S. Karger AG, Arnold-Bocklin-Strasse 25, 4000 Basel 11, Switzerland (\$13.45)

Document Not Available from EDRS.

Descriptors—Biochemistry, Cardiovascular System, Conference Reports, *Exceptional Child Research, *Medical Research, *Medical Treatment, Physiology, Prevention, *Special Health Problems, Therapy, Vocational Aptitude

Identifiers—Hemophilia

The document contains the papers presented at the 5th Congress of the World Federation of Hemophilia in Montreal in 1968. Seven papers concern specific therapy of hemophilia, five papers treat nonspecific forms of therapy, seven papers deal with prophylaxis and complications in hemophilia, seven others deal with orthopedic and other surgical aspects, and two treat vocational aspects of hemophilia. Each group of papers is followed by an abstract of the panel discussion of the topic of those preceding papers. Three articles and the panel discussions are in French. (KW)

ED 046 192

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EC 031 388

Meyen, Edward L. And Others
In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session II: Experience Unit, Family and Home, Intermediate Level.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2883

Pub Date [68]

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, *Family Life Education, Inservice Teacher Education, Instructional Materials, *Intermediate Grades, Mentally Handicapped, Teaching Guides

Designed for the teacher of intermediate level educable mentally retarded children, inservice training materials on family and home are outlined. Units (citing objectives, activities, material, and experience charts) deal with such topics as parental occupations, responsibilities at home, sex education, home furnishings, health habits, clothing, safety, transportation, leisure time activities, and the community. General objectives of the program, core areas of concentration, resource materials, and a vocabulary list are also included in the manual. (CD)

ED 046 193

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EC 031 389

Meyen, Edward L. Carr, Donald L.
An Investigation of Teacher Perceived Instructional Problems: Indicators of In-Service Training Needs for Teachers of the Educable Mentally Retarded. Special Report.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2883

Pub Date Mar 68

Grant—OEG-2-7-002883-0449

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Problems, *Educable Mentally Handicapped, *Educational Problems, *Exceptional Child Research, Instructional Materials, Special Classes, Special Education Teachers, State Surveys, *Teacher Attitudes, Teaching Methods

Identifiers—Bureau of Education for the Handicapped, Iowa

The study was undertaken to assess instructional problems perceived by special class teachers, the results of which would serve as a basis for the development of materials for use in the statewide in-service training sessions for teachers of the educable mentally retarded conducted by the Iowa Special Education Curriculum Development Center. To identify topics relevant to levels of instruction and to specify the significance of each problem according to a rank order, a survey instrument was designed to discover both general and specific instructional problems and variables which influence the nature of those problems. Three dimensions of each problem were assessed—methodology, appropriateness of instructional task, and availability of classroom materials and ideas for activities. Descriptive data and findings are based on replies from 481 teachers of the EMR (89% of such teachers in the state). In general, seat work, social studies materials and activities, and reading methods and materials ranked as the most difficult areas; least difficulty was experienced in use of psychological information, special subjects, understanding pupil characteristics, and pupil evaluation. The most meaningful variable was age level of the class. (KW)

ED 046 194

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EC 031 390

Meyen, Edward L. And Others
A Kid in Trouble: Juveniles and the Law. Teacher's Manual.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2883

Pub Date Sep 68

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adolescents, Curriculum, *Educable Mentally Handicapped, *Exceptional Child Education, Junior High School Students, *Law Enforcement, Legal Problems, Legislation, Lesson Plans, Mentally Handicapped, Teaching Guides

The teacher's manual accompanies an experimental instructional program entitled *A Kid in Trouble - Juveniles and the Law*, which was designed in an attempt to evaluate the effectiveness of teaching specific information about the law to mentally retarded youth. The 28 sequential lessons will be evaluated in field testing in selected junior high level special education classes. The program emphasizes the development of positive attitudes and understandings of legal concepts as they relate to students - i.e., what laws are, why there are laws, how laws are enforced, legal rights of individuals and juveniles. The manual contains article reprints and letter excerpts as background reading for teachers. The materials in the field testing kit are listed and explained. The directions given to teachers include instructions for teaching lessons, and directions for student evaluation and for field testing reports. Important words for the unit are defined. The major portion of the manual is devoted to detailed plans for each daily lesson. Contained are lists of resources, teaching sequences, activities, scope of lesson, and instructional objectives. (KW)

ED 046 195

EC 031 391

Bryant, N. Dale
Correcting Correlations for Restriction in Range Due to Selection on an Unmeasured Variable. Interim Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-42-2001

Pub Date Jun 70

Grant—OEG-2-7-070701-4249

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Correlation, *Research Methodology, *Sampling, *Statistical Analysis, Validity

Identifiers—Pearson Product-Moment Correlation

The paper points out that, in working with special groups, correlations are often distorted because the variability of the measures being correlated are restricted in the groups. Presented is a formula whereby a Pearson product-moment correlation can be corrected for restrictions in range in situations where the basis of selection is unmeasured, but where the extent of restriction for each of the two measures being correlated is known, and where the variables are assumed to be normally distributed in the population. Three examples of the use of the formula are given: in a case where a comparison is to be made between a value derived from an unrestricted sample and one derived from a restricted sample; a case when a correlation is obtained on a special restricted sample and must be generalized to the population; and in estimating the validity of a test, where the criterion and the test scores are available on the same individuals only in a restricted sample where the basis of the selection is not clear or not measured. (Author/KW)

ED 046 196

EC 031 392

McIvor, William B.
Evaluation of a Strategy Oriented Training Program on the Verbal Abstraction Performance of Educable Retardates. Interim Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-42-2001

Pub Date Aug 70

Grant—OEG-2-7-070701-4249

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstraction Levels, *Adolescents, *Concept Teaching, *Educable Mentally Handicapped, Evaluation, *Exceptional Child Research, Institutionalized (Persons), *Learning Processes, Mentally Handicapped

To compare the effects of hypothesis testing strategy training and paired associate training on the verbal abstraction performance of mentally handicapped adolescents, 50 male educable mentally handicapped in residence at a state school

were tested. Subjects receiving strategy-oriented training learned to test out associates against nouns that were part of an abstraction set to determine appropriate abstractions. Subjects receiving paired associate training memorized nouns along with associates that would serve as abstractions when nouns appeared as part of abstraction sets. Results showed that strategy-oriented training facilitated performance on transfer items and training items, while paired associate training improved training items only. The results of the strategy training program are discussed in light of other evidence supporting the efficacy of training retardards in mental processes which are appropriate for specific conceptual tasks. (CD)

ED 046 197

EC 031 393

Bilsky, Linda

Evaluation of a Specialized Nursery School Program for Emotionally Disturbed Children. Interim Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-42-2001

Pub Date Aug 70

Grant—OEG-2-7-070701-4249

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Observation Techniques, *Emotionally Disturbed, Evaluation Criteria, *Evaluation Techniques, *Exceptional Child Research, Nursery Schools, *Preschool Education, *Program Evaluation

The purpose of the study was to evaluate the usefulness of teacher rating and observational techniques in the evaluation of a preschool program for emotionally disturbed children. Eleven children (nine boys and two girls) participated in the project occurring within the preschool program during one academic year. Teacher ratings were felt to reveal that children enrolled in the program improved in overall functioning during the course of the year. Both teacher ratings and observational techniques were judged to reflect marked gains in social development of the children, and were generally felt to be useful tools for evaluation of such a program. (Author/CD)

ED 046 198

EC 031 394

Levitt, Edith

Higher-Order and Lower-Order Reading Responses of Mentally Retarded and Normal Children at the First-Grade Level. Interim Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-42-2001

Pub Date Sep 70

Grant—OEG-2-7-070701-4249

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, Primary Grades, *Reading Processes, *Reading Skills, *Response Mode

To explore the reading strategies of normal and retarded children, based on higher and lower order reading responses, 26 educable mentally handicapped and 24 first graders (equated for reading achievement) were tested. It was hypothesized that normals would make more higher-order reading responses than educables and educables would make more lower-order reading responses than normals. Data were based on errors and other responses during reading. Results were felt to confirm the hypothesis predicting the relationship between educables and low-level responses and partially confirm the hypothesis of higher-level responses for normals. It was concluded that inculcation of efficient reading strategies is a legitimate educational goal for the mentally handicapped. (CD)

ED 046 199

EC 031 395

Burkowsky, Mitchell R., Ed.

Parents and Teachers Guide to the Care of Autistic Children.

National Society for Autistic Children, Syracuse, N.Y.

Pub Date 70

Note—65p.

Available from—Systems Educators, Inc., Box 84,

Durham, New Hampshire 03824 (\$5.25)

Document Not Available from EDRS.

Descriptors—*Autism, Emotionally Disturbed, *Exceptional Child Education, Interdisciplinary Approach, *Parent Child Relationship, Psychotic Children, *Teacher Role

Geared to parents and teachers, the guide deals with autistic children. Characteristics of the typical autistic child are discussed along with common problems faced by their parents. The confusing problems of diagnosis (labeling) are explored. A report of a summer prekindergarten group training program (for 5- to 8-year old children), outlining the thinking processes employed in setting up, is presented. Emphasis from the program is on changes made by the children, the therapists, and the parents. Two case observations of the autistic child in his daily routine in a regular kindergarten and in a day-care center are also presented. (CD)

ED 046 200

EC 031 396

Buddenhagen, Ronald G.

Establishing Vocal Verbalizations in Mute Mongoloid Children.

Pub Date 71

Note—213p.

Available from—Research Press Company, 2612

North Mattis Street, Champaign, Illinois 61820

(\$9.95)

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Exceptional Child Education, *Institutionalized (Persons), Mentally Handicapped, *Mongolism, *Verbal Operant Conditioning, Voice Disorders

Identifiers—Mutism

Behavior modification as an attack upon the problem of mutism in mongoloid children establishes the basis of the text. Case histories of four children in a state institution present the specific strategy of speech therapy using verbal conditioning. Imitation and attending behavior, verbal chaining, phonetic theory, social reinforcement, deprivation, and punishment are all examined in relation to the four subjects. The etiology of mutism among institutionalized mongoloid children is dealt with in a separate section. A glossary of phonetic symbols and terminology conclude the text. (CD)

ED 046 201

EC 031 397

Ellis, Norman R., Ed.

International Review of Research in Mental Retardation.

Report No—Vol-4

Pub Date 70

Note—392p.

Available from—Academic Press, Inc., 111 Fifth

Avenue, New York, New York 10003 (\$15.00)

Document Not Available from EDRS.

Descriptors—*Annual Reports, Audiology, Behavior Change, *Behavior Theories, *Exceptional Child Research, Institutionalized (Persons), *Laboratory Experiments, *Mentally Handicapped, Social Psychology

The text of Volume 4 represents an international review of research in mental retardation dealing primarily with human and animal laboratory behavior. The contents range through the following topics: memory processes in retardates and normals by Norman Ellis; a theory of primary and secondary familial mental retardation by Arthur Jensen; inhibition deficits in retardate learning and attention by Laird Heal and John Johnson, Jr.; growth and decline of retardate intelligence by Mary Ann Fisher and David Zeaman; the measurement of intelligence by A.B. Silverstein; social psychology and mental retardation by Warner Wilson; mental retardation in animals by Gilbert Meier; and audiologic aspects of mental retardation by Lyle Lloyd. The papers represent knowledge in the field of behavior of the mentally retarded through the vehicle of interpretive reviews and theoretical invention. (CD)

ED 046 202

EC 031 467

Hoemann, Harry W., Ed.

Improved Techniques of Communication: A Training Manual for Use with Severely Handicapped Deaf Clients.

Bowling Green State Univ., Ohio.

Pub Date 70

Note—71p.; A Training Manual resulting from the Better Techniques of Communication for Severely Language-Handicapped Deaf People Workshop (Knoxville, Tenn., Aug. 21-25, 1967)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, Communication (Thought Transfer), Communication Problems, English Instruction, *Language Development, Language Instruction, *Manual Communication, *Sign Language, Teaching Guides, *Vocabulary Development

The manual attempts to bring changes into the way in which manual communication is currently used by deaf adults or in some schools for the deaf, in order to bring manual communication into a closer parallel to the English language so that signs can be used to teach English to the language handicapped deaf person and particularly to adult rehabilitation clients. Commonly used signs are refined or new ones created. A prescriptive dictionary for improved manual communication, with drawings of signs, constitutes the major portion of the document. Two other chapters discuss increasing the compatibility between sign language and English, and techniques for using improved manual communication as a language training tool. (KW)

ED 046 203

EC 031 468

Bialac, Verda, Comp.

The Severely and Profoundly Retarded: A Bibliography.

Washington State Library, Olympia.

Pub Date Apr 70

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Child Care, Child Development, *Custodial Mentally Handicapped, Educational Programs, *Exceptional Child Education, Institutions, Mongolism, Residential Care, Services, *Trainable Mentally Handicapped, Training Techniques

The bibliography lists references to literature on the profoundly and severely mentally retarded as an aid for people working with this level of retardate. Medical literature is not included. Citations are listed under one of the 15 following categories: broad aspects, community programs, conditioning, education, institutional services and residential hall programs, language and speech and hearing, mental processes and psychodiagnostics, parents and family, physical development, planning and legislation, professional services, recreation, self-help and practical skills, social and emotional development, and vocational habilitation and rehabilitation. (KW)

ED 046 204

EC 031 469

Music the Healer: A Bibliography.

Washington State Library, Olympia.

Pub Date Jun 70

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Stimuli, *Bibliographies, Emotionally Disturbed, *Handicapped, Mentally Handicapped, *Music, Music Activities, Psychotherapy, *Therapy

Identifiers—Audioanalgesia, Music Therapy

The bibliography contains references to primarily journal literature dealing with music as a therapeutic tool. References to articles concerned with music as a healer are listed under one of the following categories: activities, audioanalgesia, education, effects, emotionally disturbed children, geriatrics, handicapped; medicine, mentally ill, mentally retarded, music therapy, offenders (use of music in prisons), psychotherapy, music therapists, and bibliographies. (KW)

ED 046 205

EC 031 470

Carr, Dorothy B., And Others

Sequenced Instructional Programs in Physical Education for the Handicapped.

Los Angeles Unified School District, Calif.

Spons Agency—Bureau of Elementary and

Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Dec 70

Note—353p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Curriculum Guides, *Exceptional Child Education, *Handicapped Children, *Physical Education, Program Guides, Sequential Learning, Skill Development

The curriculum guidelines for a comprehensive physical education program consist of developmentally sequenced skills and instructional activities appropriate for handicapped children from early preschool age (18 months) through high school. Suggested activities and materials are arranged in color-coded sections on motor and

movement skills, playground and recreation skills, rhythm, swimming, and physical fitness. Information provided for each activity includes level of difficulty, sequences-teaching progressions, suggestions for lesson implementation, source materials, and codes to indicate appropriateness to the handicapping condition. (RD)

ED 046 206

EC 031 471

Blumberg, Allen

A Pilot Project for Preparing Special Education Teachers Regarding New Teaching Methods. Final Report.

West Virginia Univ., Morgantown.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—BR-70-018-001

Pub Date Sep 70

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Case Studies (Education), *Exceptional Child Research, Inservice Teacher Education, *Mentally Handicapped, Operant Conditioning, Programmed Instruction, Psycholinguistics, *Teacher Education, *Teaching Methods

The study relates an attempt to prepare teachers of the mentally retarded regarding new teaching methods. Emphasis is placed on methods of learning rather than the careful diagnosis of the child's disability. Through the study, selective groups of special education master teachers (supervisory personnel with classroom experience) were trained in three methods: operant conditioning, psycholinguistics, and programed learning. The teachers learned the theoretical model and functional application of each method in order to serve as leaders and consultants in inservice training. The results of using the three methodologies with retarded children are presented by the use of illustrative case studies. Based on the positive results of the study, recommendations are presented for the implementation of the training of special education teachers. (CD)

ED 046 207

EC 031 472

Marshall, William J. A. Quigley, Stephen P.

Quantitative and Qualitative Analysis of Syntactic Structure in the Written Language of Hearing Impaired Students.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-23-2175

Pub Date 70

Grant—OEG-0-9-232175-4370

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aurally Handicapped, Complexity Level, *Exceptional Child Research, Language Ability, *Language Development, Language Research, Sentence Structure, *Syntax, *Writing Skills

Identifiers—Bureau of Education for the Handicapped

The purpose of the study was to apply various quantitative and qualitative indices of grammatical complexity proposed by Hunt (1965) to written language samples of hearing impaired students. Hunt studied grammatical structures of normal students at three grade levels, and found that the minimal terminal syntactic unit, or T-Unit, more reliably measured increasing syntactic complexity than the Subordination Ratio commonly used. Part I of the investigation studied the T-Unit as a measure of syntactic complexity in the written language of 23 males and 23 females at nine selected age levels (10-18 years). The Subordination Ratio appeared to be more useful and reliable than the T-Unit, which, however, did prove to be a useful measure. Part II of the study examined the types of grammatical structures which were chief contributors to increasing syntactic complexity in the written language samples. It was found that certain types of verbs and verbals possessed a great deal of sensitivity to growth across the whole 9-year age span sampled, while other constructions tended to be sensitive only at the younger or only at the older ages. (Author/KW)

ED 046 208

EC 031 473

Babbini, Barbara E. Quigley, Stephen P.

A Study of the Growth Patterns in Language, Communication, and Educational Achievement in Six Residential Schools for Deaf Students.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-23-2175

Pub Date 70

Grant—OEG-0-9-232175-4370

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Aurally Handicapped, *Communication Skills, *Exceptional Child Research, Finger Spelling, *Language Ability, Lipreading, Longitudinal Studies, Mathematics, Reading Ability, Sex Differences, Speech Skills

Communication skills, language abilities, and educational achievement of 163 subjects from six residential schools for deaf students were studied. Subjects were tested yearly from 1963 to 1967 on speechreading, fingerspelling, speech intelligibility, reading achievement, arithmetic achievement, and written language. Both males and females and the combined group showed significant improvement in all areas except speech intelligibility, speechreading, and vocabulary usage. Females were consistently superior in receptive communication ability, reading achievement, and most language ability measures. No differences between the sexes were found any year in arithmetic ability or in educational achievement in the last 2 years of the study. For both sexes, growth in educational achievement ranged from one-third grade per year in reading and language to one-half grade per year in arithmetic. In 1963, the average subject showed a battery median of four grades lower than the average non-deaf student. In 1967, battery medians were nearly 6 grades below the Stanford Achievement Test norms. (Author/KW)

ED 046 209

EC 031 474

In Service to the Mentally Retarded.

President's Committee on Mental Retardation, Washington, D.C.

Pub Date 70

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, Agencies, *Directories, *Exceptional Child Services, *Mentally Handicapped, *Voluntary Agencies

The directory lists 66 national voluntary agencies which are involved either directly or indirectly in providing services for the mentally retarded. Each agency has described in its own words its activities, role, and relationship to the mentally retarded. Addresses and telephone numbers of the national office of each organization are also included, although most organizations have many local chapters which interested persons may contact for further information or services. (KW)

ED 046 210

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EC 031 574

Silverman-Dresner, Toby Guilfoyle, George R.

The Deaf Child's Knowledge of Words: Volume I. Final Report.

Lexington School for the Deaf, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0419

Pub Date Aug 70

Grant—OEG-0-8-000419-1792

Note—489p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Aurally Handicapped, *Exceptional Child Research, Reading Tests, *Vocabulary, Vocabulary Development, *Word Recognition

To assess the reading vocabulary knowledge of deaf children, a vocabulary pool of 14,852 words was reduced to 7,300 words. These words were fed into a computer to produce 73 sets of 100 randomly selected words each. The 73 sets were converted into vocabulary tests which were randomly administered, two per child, to 13,207 deaf students, ages 7-17 years, in 89 schools for the deaf in the United States. Results indicated that girls, in general, seem to know more words than do boys, and that older children seem to know more words in common than do younger ones. The major portion of the report consists of a list of the 7,300 words, with definitions, and with the percentages of children in each of five age groups who knew the word. A summary of words known by 67% of deaf children at the various age levels is also presented. Appended are statistical characteristics, such as times administered and mean scores, of the 73 test forms,

and statistics on the frequency of occurrence and percentage of correct responses for each of the 7,300 words for the total group of subjects and for just the 7-year-old subjects. Appended information continues in Volume 2 of the report (see EC 031 575), which includes an alphabetical list of the test forms and instructions to teachers for test administration. (Author/KW)

ED 046 211

40

EC 031 575

Silverman-Dresner, Toby Guilfoyle, George R. The Deaf Child's Knowledge of Words: Volume II. Alphabetical List of Test Items. Final Report.

Lexington School for the Deaf, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0419

Pub Date Aug 70

Grant—OEG-0-8-000419-1792

Note—748p.

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—*Aurally Handicapped, *Exceptional Child Research, Reading Tests, *Vocabulary, Vocabulary Development, *Word Recognition

The document is the second volume of a report providing descriptive data on the reading vocabulary of deaf children ages 8-17 years, which resulted from a study assessing the reading vocabulary knowledge of 13,207 deaf students. Volume 2, continuing the appendix begun in Volume 1, contains an alphabetical list of the 7,300 words used on the 73 forms of the vocabulary test, with their definitions and decays, for instructors who may wish to test children on particular words. Brief instructions for test administration are given. (KW)

ED 046 212

EC 031 593

Strum, Irene S.

The Relationship of Creativity and Academic Risk-Taking among Fifth Graders. Final Report.

Fordham Univ., Bronx, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-141

Pub Date Feb 71

Grant—OEG-2-70-0006(509)

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Creative Ability, *Creativity Research, Intelligence Differences, Personality, Psychological Characteristics, *Risk, Sex Differences

The relationship between two personality characteristics, creativity and risk-taking, was investigated in fifth grade students, ages 9-11 years (N equals 291). Creativity was explored by examining the factors of ideational fluency, spontaneous flexibility, originality, and elaboration. Risk-taking, studied in a classroom testing situation, was regarded as academic in nature. The relationship between the two traits was studied in terms of magnitude, direction, and differences between boys and girls. The two standardized tests employed were the Torrance Tests of Creative Thinking, Figural, Form A and the SRA Tests of General Ability (TOGA). The Wide Range Vocabulary Test by Atwell and Wells was modified to measure academic risk-taking. Analyses of variance showed no significant relationship between academic risk-taking and sex or general mental ability, and none between creative thinking ability and risk-taking among the boys, the girls, or the total sample. Results were similar for each of the creativity factors studied as well as for the total creativity score. It was concluded that students who guess and take chances are not necessarily more creative than students who do not. (Author/KW)

EM

ED 046 213

EM 008 627

Leonard, George B. Education and Ecstasy.

Pub Date 68

Note—239p.

Available from—Delacorte Press, Dell Publishing Co., 750 Third Avenue, New York, N.Y. 10017 (\$5.95)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Continuous Learning, Creative Development, Education, Educational Attitudes, *Educational Change, Educational Innovation, Educational Technology, *Educational Theories, Electronic Classrooms, *Empathy, Enrichment Experience, Environment, Human Development, Individualized Instruction, Innovation, Instructional Innovation, Lay Teachers, Learning Experience, Parent Child Relationship, Progressive Education, *Sensitivity Training, Technology

Identifiers—Esalen Institute
The highly interactive, regenerative, technological society now emerging will require something akin to mass genius, mass creativity, and lifelong learning; and schools as they now exist are already obsolete. Education of the future will be, and could be now, a utopian, voluntary, joyful, lifetime experience for its own sake. Our present level of education could be achieved in one-third the time or less, and could be extended to expansion of the mind and senses. In the future, children at school will learn delight, not aggression; heightened awareness and control; and the commonly-agreed-upon skills of the ongoing culture. They will learn how to ring creative changes, how to learn, and how to explore and enjoy the infinite possibilities in relations between people. This dimension of play and fun needs to be added to present-day electronic tutors. (JG)

ED 046 214 **EM 008 629**

Carpenier, Polly
A New Kit of Tools for Designing Instructional Systems.

Rand Corp., Santa Monica, Calif.

Pub Date Dec 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Flow Charts, *Instructional Aids, Instructional Design, *Instructional Media, *Instructional Systems, Mass Media, Models, *Teaching Models

Identifiers—ADIS, Aid for Designing Instructional Systems

To assist planners of instructional media systems, a combination of analytical and synthetic processes are being devised. This "kit of tools" is really a model of Instructional System Design, not a model of any particular instructional system. The policy-making process is displayed in a table and then explained. The communication media to be considered are shown in another table which is self-explanatory. A flow chart illustrates the process of choosing a media class. Next to be completed is a formulation of rules for media system design and an assemblage of cost-estimating relationships. The model being developed may be extended to such functions as class scheduling and curriculum planning. (MF)

ED 046 215 **EM 008 630**

Goldman, Katherine J., Ed.
Opportunities for Extending Museum Contributions to Pre-College Science Education.

Smithsonian Institution, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 3 Aug 70

Note—182p.; Summary Report of a National Science Foundation-supported conference, Belmont Conference Center, January 26-27, 1970

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, Children, Curriculum Development, Elementary Education, *Exhibits, Instructional Media, *Instructional Trips, Mobile Laboratories, *Museums, Planetariums, *Science Education, Secondary Education, Social Sciences, Surveys

Identifiers—Educational Programing of Cultural Heritage, EPOCH

Papers were given at a conference sponsored by the National Science Foundation on present and future use of the museum as an educational resource. Science education, media use, museum-community relationships, and museum-school relationships engaged the attention of the speakers. The educational programs of particular museums were reported on by members of their staff. An annotated bibliography is given. The appendices contain suggestions on the possible functions of a science museum and statistical information on museums and precollege science education. (MF)

ED 046 216 **52** **EM 008 631**

Liechti, Carroll D. Walker, Ralph E.

Steelman Demonstration Library Media Center.

Phase Two. ESEA Title II Evaluation Report.

Wichita Public Schools, Kans.

Report No—P-69284

Pub Date Jul 70

Note—44p.; ESEA-II

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Research, Dance, Elementary School Libraries, Ethnic Studies, Grade 5, Instructional Materials Centers, *Instructional Media, Librarians, Library Acquisition, Library Research, *Media Research, Music, Social Studies, *United States History

An evaluation was made of the impact on fifth grade pupils of an additional input of resources and materials related to the humanities area. Teacher perception of the project indicated that this enrichment increased pupil conception of the time sequence of historical events and helped students to a better understanding of minority groups. A key person in the project, the librarian at the media center, also saw positive value in the project for the students, motivating them to increase their use of materials and making them more aware of the humanities areas as affected by the geography and/or history of a period. Each teacher in the project used a slightly different approach, and each unit was handled differently by each teacher. The pupil reaction forms, as measured by the locally developed instrument, showed significant changes in the area of music, which the teachers also perceived to be the most successful part of the correlation process. The forms used in the evaluation are appended. (MF)

ED 046 217 **EM 008 632**

Bjersstedt, Ake And Others

Investigation Into Closed-Circuit Television, Principally as a Component System of Educational Technology Intended for Integrated Teacher Training.

Stockholm School of Education (Sweden). Inst. of Educational Psychology.

Pub Date Jul 70

Note—11p.; School Research Newsletter

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Closed Circuit Television, *Microteaching, Teacher Education, Video

Tape Recordings

Identifiers—*Sweden

The value of microteaching is being investigated at Malmo College of Education (Sweden). To study the effects of self-confrontation via closed-circuit television/videotape recording, as compared with the effect of the traditional tutorial model, a "p x q coefficient" experiment with repeated feeding was initiated in the school year 1968-69. During the first phase, Spring Term 1969, and during the second phase, Spring Term 1970, a total of 96 teacher trainees participated as experimental persons. In addition, about 360 pupils belonging to the fourth year of the experimental and demonstration school of the College of Education took part in the experiment and were divided into 24 instructional groups. A panel of four teachers of education assessed the microlessons used for both phases. Processing of the collected data has commenced. Questions the data are expected to answer bear upon the reliability of the panel, the effect of the experience on the participating teacher trainees, the correlation of variables, and the effects of the four different experimental stipulations. The Institute of Education at Malmo School will continue to issue reports on this and similar experiments from time to time. References are given. (MF)

ED 046 218 **EM 008 634**

Naeslund, Jon

Experiments with Internal Television (ITV-LHS).

Stockholm School of Education (Sweden). Inst. of Educational Psychology.

Pub Date Nov 70

Note—6p.; School Research Newsletter

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Closed Circuit Television, Educational Research, Media Research, Methodology, *Microteaching, Teacher Education

Identifiers—Stockholm School of Education, *Sweden

Experiments with internal television (ITV) at the Stockholm School of Education are reviewed in this newsletter. The purposes of the experiments have been (1) to study the effects of ITV

illustrations of theoretical instruction in education and methodology, (2) to investigate the possibilities of conveying information in teacher training via ITV, and (3) to use ITV as an instrument for research. Reports have already been published describing the ITV Institute, results of a questionnaire issued to teacher candidates, teacher opinions on the use of internal television in teacher training, and assessments of videotaped admission interviews. Ongoing and future experiments are concerned with mirror-viewing, the reliability of assessments of teaching aptitude, and programs to replace auscultation. The published reports of the project are listed. (MF)

ED 046 219 **EM 008 637**

Markesjo, Gunnar Graham, Peter

Design Techniques for Integrated Feedback.

Royal Inst. of Technology, Stockholm (Sweden).

Spons Agency—Swedish Board of Technical

Development, Stockholm.

Report No—PE-6

Pub Date Jan 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Computer Oriented Programs, Diagnostic Tests, Educational Radio, Electronics, Feedback, Higher Education, Instructional Materials, Instructional Media, Interagency Cooperation, Slides, Tape Recordings, *Teaching Models

Identifiers—CMI, Computer Managed Instruction, Stockholm, *Sweden

A model for courses in which media are used has been designed by a research group at the Royal Institute of Technology in Stockholm. The model suggests that instruction be planned for in weekly packages. These should include a limited number of instructional aids, should begin with a motivating section, and should offer training in the solving of problems. A certain amount of skill training should be included in every weekly package, and feedback in the form of diagnostic tests should be frequent. This model is now being used in a new course on electronics, prepared with the cooperation of a number of Swedish agencies. Instructional media used in this course include tape recordings, radio, slides, a students' workbook, laboratory experiment sets, a teachers' guide, and a textbook. The diagnostic tests are manually checked by the teacher during the class period on pre-punched reply cards; then these cards are sent for computer checking and statistical analysis. The results of the diagnostic test can thus have a direct influence on the instruction in the classroom. The course has proved to be a strongly motivating factor for the subject of electronics—this applies to its effect on the teachers as well as on the students. It is thought to be a step in the development of computer-managed instruction (CMI). (MF)

ED 046 220 **EM 008 638**

Eriksson, Christer

DIATEST, A System for Programme Control of Multiple Choice Tests.

Royal Inst. of Technology, Stockholm (Sweden).

Spons Agency—Swedish Board of Technical Development, Stockholm.

Report No—PE-7

Pub Date May 70

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Diagnostic Tests, Multiple Choice Tests, *Projection Equipment, Slides, Tape

Recorders

Identifiers—*DIATEST Responder System, Electronic Response Analyser, ESAU, Stockholm, Sweden

The DIATEST responder system is a control system for fully programed running of diagnostic tests of multiple-choice type. The system makes use of the control unit earlier developed at the Institute of Technology for programed four-screen slide projection and the electronic response analyser (ESAU). Presentation of a question is done audiovisually, both from channel 1 on a stereo tape recorder and from a question projector. The choice of answer is displayed with four other projectors. Pulses from channel 2 of the tape recorder are used for control of slide changing and for information of correct answer and scanning to ESAU. A special programing unit has been developed for facilitating the recording of programed tests. The DIATEST system has been used with good results in the regular teaching of applied electronics during the year

1969/70. Detailed circuit diagrams of the control units are presented in an appendix. (Author/MF)

ED 046 221 EM 008 639

Markesjo, Gunnar. Graham, Peter.
An Experiment in Teaching Electronics with Integrated Feedback System.

Royal Inst. of Technology, Stockholm (Sweden).
Spons Agency—Swedish Board of Technical Development, Stockholm.

Report No.—PE-8

Pub Date Jun 70

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Diagnostic Tests, *Electronics, *Feedback, *Instructional Television, Laboratory Experiments, Lecture, Multiple Choice Tests

Identifiers—DIATEST, Electronic Responder Analyser, ESAU, Royal Institute of Technology, Stockholm, *Sweden

Brief, motivating television programs, lectures, calculation exercises, and laboratory experiments were integrated to teach a course in applied electronics at the Royal Institute of Technology (Stockholm). The greater part of the learning work was done in the form of independent study checked by diagnostic tests. These tests proved to have an activating effect on the progress of the students, to offer feedback from student to teacher, and to provide a basis for continuous revision of the course material. The integrated teaching has been given to sophomore students at the institute, to teachers at technical colleges, and to industrial engineers. The project comprises the production both of software and hardware. On the software side are teaching models, textbooks, television programs, programmed diagnostic tests, examples of circuit calculation, and laboratory experiments. On the hardware side are the program-controlled feedback system DIATEST, which contains equipment for control and display of multiple-choice tests. An electronic responder (ESAU), especially developed for this project, was used for collection of responses. (MF)

ED 046 222 EM 008 640

Van Campen, Joseph A.
Towards the Automatic Generation of Programmed Foreign-Language Instructional Materials.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—TR-163

Pub Date 11 Jan 71

Note—66p.; Psychology Series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Based Laboratories, *Language Instruction, Language Patterns, Program Descriptions, Programmed Instruction, Programming, *Programming Languages, Semantics, Sentence Structure, Syntax, Vocabulary
Identifiers—*Elementary Verbal Communicator, EVC

The purpose of this report is to describe a set of programs which either perform certain tasks useful in the generation of programmed foreign-language instructional material or facilitate the writing of such task-oriented programs by other researchers. The programs described are these: (1) a PDP-10 assembly language program for the selection from a coded vocabulary list of individual words to be used in generating a number of concrete drill sentences, (2) a coding system designed to allow the concise statement of a large set of semantic-syntactic patterns, (3) a program which utilizes material encoded according to the coding system described above, (4) a program for the automatic listing of individually coded vocabulary items under their semantic classes, (5) a new string-manipulation language for the PDP-10 computer, and (6) an Elementary Verbal Communicator program. (Author/MF)

ED 046 223 EM 008 641

Kottmeyer, William.
St. Louis Public Schools Vocabulary Development Project. Radio in Language Growth for Study and Discussion.

Saint Louis Public Schools, Mo.

Pub Date 70

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Disadvantage, Economic Disadvantage, Educational Disadvantage, *Educational Radio, Negro Students, *Urban Teaching, *Vocabulary
Identifiers—Large Thorndike Intelligence Tests, *St. Louis Vocabulary Development Project, Teachers Workbook of 30,000 Words

A radio placed in each classroom was successfully used as an aid to teaching 1,800 new words to 24,000 middle grade, public school children in St. Louis. The lessons were presented three days weekly over the school system's radio station. Students were tested before and after each lesson. The pre- and re-test answer sheets were scored at the school's computer center, with printouts of the resulting data being sent to the teachers. The results of the project were that, with the single exception of the sixth grade reading scores, children achieved well above what was expected on all measures at all levels. Most gains were three to four months above expected. Changes in IQ scores were also very encouraging. The sixth grade city-wide average score on the Large-Thorndike IQ test was 100.1 in May 1970, the first time in many years that an entire grade level of St. Louis has equalled the national average on paper-and-pencil IQ test. The precise cause of the gains is not certain. It may be that the project simulated the environment that helps make middle-class children verbal. (MF)

ED 046 224 EM 008 642

A History of Educational Television in New York State.

New York State Education Dept., Albany. Bureau of Dept. Programs Evaluation.

Pub Date 69

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Television, *History, Instructional Television, Regional Cooperation, School Districts, Schools, State Departments of Education, State Legislation, State Universities, University Extension

Identifiers—*New York State, New York State Education Department, State University of New York

Although there were scattered, nationwide pioneering efforts in educational television (ETV) as early as the 1920's and 1930's, the first educational television broadcast in New York State did not take place until 1941 when Columbia Broadcasting System (CBS) undertook a TV art series in collaboration with the Metropolitan Museum of Art. CBS followed this with other educational projects. In 1952, the Board of Regents in New York State developed a plan for ETV to include 10 ultra-high-frequency (UHF) channels, but the plan was not approved by the governor. In 1955, the Commissioner of Education appointed a Temporary Study Committee on Educational Television, whose recommendations resulted in some State aid and some increased activity in television. This State-supported experimentation lasted three years—1958-59 to 1961-62. The program of support for ETV stations began in 1961-62, after the State law had been amended to permit aid to councils on a matching fund basis. In 1965, the legislature appropriated funds to develop a statewide ETV microwave network, and to produce university-oriented TV programs and courses. By 1968, six stations were in operation. Further advances are anticipated in the use of educational television in New York State. (MF)

ED 046 225 EM 008 643

Crislip, Don, Ed.

Special Edition: ITV.

West Virginia Education Association, Charleston.

Pub Date Mar 70

Note—29p.

Journal Cit—West Virginia School Journal; v98 n7 March 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Closed Circuit Television, College High School Cooperation, College Programs, College School Cooperation, Educational Radio, Educational Television, Instructional Television, Public Education, *Public Television, Telecommunication

Identifiers—*West Virginia, West Virginia West-leyan College, WMUL TV, WSWP TV, WVU TV

The status of noncommercial television in West Virginia is described in a number of articles in this journal. Activities of West Virginia's three educational television stations (WVU-TV,

WSWP-TV, and WMUL-TV) are related. County service and participation are noted. Attention is given to campus and school use of educational television. Other educational news items are briefly presented. (MF)

ED 046 226

EM 008 644

Halpern, Jeanne W.

Computer Graphics.

Michigan Univ., Ann Arbor. Office of Research Administration.

Pub Date 70

Note—27p.

Journal Cit—Research News; v21 n4 and 5 Oct/Nov 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architecture, Cardiovascular System, *Computer Graphics, Computer Oriented Programs, Computer Programs, Design, Drafting, Electronic Equipment, Engineering Graphics, Film Production, Geography, Heart Rate, Industry, Input Output Devices, Medical Education, Medical Research
Identifiers—ARCH GRAPHIC, Computek Model 400-20 Computer, Polygraphics, SELCIR, SELMA, Systems Engineering Laboratory Circuit Analyzer, Systems Engineering Laboratory Markovian Analyzer

Computer graphics have been called the most exciting development in computer technology. At the University of Michigan, three kinds of graphics output equipment are now being used: symbolic printers, line plotters or drafting devices, and cathode-ray tubes (CRT). Six examples are given that demonstrate the range of graphics use at the University. (1) Computer-animated movies can be made inexpensively by any faculty member in as little as two hours, using a camera, a bi-stable storage tube of the Computek Model 400/20, and a subroutine package called Polygraphics. (2) A system of architectural graphics, called ARCH-GRAPHIC, allows the user to manipulate a set of elementary objects such as cubes, quarter circles, octahedrons, stick figures, and any other unit he creates. (3) A graphic presentation of fibrillation of the heart is provided by computer printouts and on the CRT. (4) Of interest to industrial designers, systems have been worked out that present free-form surfaces and time-cost schedules. (5) Geographers use computers as automatic draftsmen and pictures processors. (6) Two application systems give engineering students opportunities to experiment at the CRT instead of at the drafting board. (MF)

ED 046 227 24 EM 008 646

Witters, Donald R. Kent, George W.

An Experimental Evaluation of Programming Student Behavior in Undergraduate Courses.

Brigewater Coll., Va.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-9-C-040

Pub Date 70

Grant—OEG-3-9-560040-0057

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Essay Tests, Evaluation Techniques, Feedback, Higher Education, *Independent Study, Lecture, Memorizing, Multiple Choice Tests, Programmed Units, Psychology, Student Attitudes, Study Guides, Testing, *Textbook Assignments, Textbooks, Undergraduate Study, Units of Study (Subject Fields)

An examination was undertaken of a programmed-study procedure employing behavior theory concepts in teaching undergraduate course material. Study units were constructed, containing a specific reading assignment and study guide questions. When the student felt himself to be ready, he was given a test. Progress through the course was contingent upon satisfactory performance. This procedure was used in 13 courses, enrolling 850 undergraduate students and taught by six faculty members over a time period of 18 months. The effects of the procedure were assessed in terms of (1) performance on hourly exams, (2) degree of participation in the program, and (3) student attitude toward programmed study. The project involved (1) the refinement of programmed study technique, and (2) the testing of the procedure's range of usefulness. The results of the investigation indicated that the programmed-study procedure produced significantly better performance in all courses taught within the De-

partment of Psychology and in about a third of the nonepsychology courses. Student attitude was generally favorable toward the programed-study procedures. The appendices include the questionnaire used in assessing student opinion and an outline of the development of a programed course. (Author/MF)

ED 046 228 24 EM 008 647

Sydam, Marilyn N.

Development of a Computer Assisted Instruction Course for the Training of Spanish-Speaking Teachers in Elementary School Mathematics. Final Report.

Pennsylvania State Univ., University Park. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—P-O-B-008

Bureau No.—BR-0-B-008

Pub Date 30 Nov 70

Grant—OEG-2-700016(509)

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Elementary School Mathematics, Professional Training, *Spanish Speaking, *Teacher Education, Translation

Identifiers—Chile, Elmath

"Elmath," a computer-assisted instruction (CAI) course intended for in-service training of teachers of elementary school mathematics, has been translated into Spanish, together with accompanying handbook, achievement tests, and attitude scale. The English version has been used successfully by the Appalachia Regional Laboratory and by The Pennsylvania State University. Procedures followed in the translation of the course were these: (1) development of guidelines, (2) translation of the program, (3) exploration of potential sites for use of the course, and (4) preparation for computer input. While the course was coded for input into the IBM 1500 system, the text could be taken directly and coded for presentation on other equipment. The course has been recommended for use in Chile; this awaits further action. No other decision has been reached as to its future use. References are provided. The appendices contain: an outline of the content of "Elmath" by chapter, an evaluation of "Elmath" by Chilean educators, and a sample chapter of the Spanish translation of the course. (MF)

ED 046 229 EM 008 648

Proceedings: Conference on the Use of Computers in Medical Education.

Oklahoma Univ., Oklahoma City. Medical Center.

Spons Agency—Public Health Service (DHEW), Arlington, Va. Bureau of Health Manpower.

Pub Date 68

Note—105p.; Reprint from Proceedings of Conference, Oklahoma City, Oklahoma, April 3, 4, and 5, 1968

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Automation, Computer Assisted Instruction, Computer Graphics, *Computer Oriented Programs, Computers, *Conference Reports, Conferences, Costs, Faculty, Goal Orientation, Higher Education, *Medical Education, Medical Libraries, Medicine, Models, Professional Continuing Education, Social Change, Symposia, Technology, Undergraduate Study

Identifiers—EDUCOM, EDUNET, Interuniversity Communications Council, MEDLARS, National Library of Medicine, Sim One, University of Oklahoma Medical Center

At a conference concerned with the role of computers in medical education, papers were given on the use of computers in continuing medical education, in clinical medical education, and in undergraduate medical education. Other subjects discussed were: medical technology and social change, criterion models of medical practice, faculty selection, EDUCOM (University Communications Council), automation in the medical library, MEDLARS, funding and costs, evaluation of computer use, and proper goals for medical education. It was resolved that the conference be held on an annual basis. (MF)

ED 046 230 EM 008 649

Utal, William R. And Others

Generative CAI in Analytical Geometry.

Michigan Univ., Ann Arbor. Mental Health Research Inst.

Spons Agency—Entelek, Inc., Newburyport, Mass.

Pub Date 71

Note—63p.

Available from—ENTELEK, Inc., 42 Pleasant Street, Newburyport, Massachusetts 01950

Document Not Available from EDRS.

Descriptors—Algorithms, *Analytic Geometry, *Computer Assisted Instruction, Computer Programs, Models, Programed Tutoring, Programming, *Tutorial Programs, Tutoring

Identifiers—CALC, DEAN, PLOT

A generative computer-assisted instruction system is being developed to tutor students in analytical geometry. The basis of this development is the thesis that a generative teaching system can be developed by establishing and then stimulating a simplified, explicit model of the human tutor. The goal attempted is that of a computer environment adaptively responsive to the varieties of human personality. Housekeeping routines to handle input and output and format translations within the computer have been developed. Algorithms are used in the generation of problems; and answers are calculated, sometimes by simple expedients. Diagnostic dialogues to identify the specific causes of student errors are also produced by generative algorithms. Remedial routines to correct the deficiency in the student's repertoire of skills have not been prepared. Utility routines to assist the student upon his command are available. In summary, the notion of generative computer tutoring is thought to be a valid step forward for subject matters which have the degree of logical organization necessary for algorithmic evaluation. (MF)

ED 046 231 EM 008 650

MacKenzie, Norman And Others

Teaching and Learning. An Introduction to New Methods and Resources in Higher Education.

International Association of Universities, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—209p.; The Development of Higher Education series

Available from—International Association of Universities, 6, rue Franklin, 75 Paris-16e, France (\$3.50)

Document Not Available from EDRS.

Descriptors—College Teachers, Consultants, Courses, Developed Nations, Developing Nations, Educational Facilities, *Higher Education, Instructional Materials, *Instructional Media, Learning, Methodology, Professional Education, Teacher Education, *Teaching Methods, Universities

Identifiers—United States

Proceeding at a different rate in each country, a world movement toward mass higher education is taking place. For this reason, attention should be given to the teaching-learning process in universities and to media innovations. The latter include television, language laboratories, teaching machines, electronic response systems, reprographic devices, dial access devices, computers, and Electronic Video Recording (EVR). These new media can be used as aids to the presentation process, to demonstration, to the solution of logistic problems, to interaction in the teaching-learning process, and to the assessment process. However, the case for new media is only one element of the larger case for new methods in teaching and learning. The new methods are concerned with the clarification of objectives, with evaluation, and with the design of learning situations. Problems arising in these procedures can be solved systematically in the unit of teaching called the "course." Production of new learning materials for course development is associated with problems and issues that universities need to decide upon. Universities also need to consider building design, library facilities, and the use of psychologists and educationists as consultants. (MF)

ED 046 232 EM 008 651

Myers, Charles A.

Computers in Knowledge-Based Fields.

Massachusetts Inst. of Tech., Cambridge. Alfred P. Sloan School of Management.

Spons Agency—Ford Foundation, New York, N.Y.; Manpower Administration (DOL), Washington, D.C.

Pub Date 70

Note—136p.

Available from—Massachusetts Institute of Technology Press, Cambridge, Massachusetts 02142 (\$6.95)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, Computers, Decentralized Library Systems, Digital Computers, Educational Administration, Information Retrieval, Information Storage, Input Output Devices, Libraries, Man Machine Systems, Medical Services, Program Design

Identifiers—*Information Transfer Experiments Project, Project INTREX

Last in a series of research projects on the implications of technological change and automation, this study is concerned with the use of computers in formal education and educational administration; in library systems and subsystems; in legal, legislative, and related services; in medical and hospital services; and in national and centralized local data banks. The general implications of computers in all five fields are that: (1) busy specialists and professionals will be relieved of time-consuming, repetitive parts of their work; (2) people in these fields will be provided with computer-based programs in solving problems or advancing their knowledge; (3) computer-based systems may help to reduce shortages of specialists and professional personnel; (4) man-machine interaction systems will spread in these fields; (5) organizations will become more centralized in some of their functions, but decentralized decision making may also be strengthened; and (6) in each of these fields, resistance to changing traditional ways of working and traditional handling of information will continue unless systems designers find ways of explaining what they are trying to do and involving those affected in the design and implementation of computer-based systems. (MF)

ED 046 233 EM 008 653

Cart, Germaine And Others

Museums and Young People. Three Reports.

International Council of Museums, Paris (France).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 52

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Aids, *Children, Educational Finance, European History, Exhibits, Handicapped Children, Instructional Trips, Lecture, Leisure Time, *Museums, Pamphlets, Professional Personnel, Questionnaires, Trustees, Youth Clubs

Identifiers—British Commonwealth, Canada, Europe, Great Britain, South America, United States

In the United States of America, there are about 35 separate Children's Museums; in the rest of the world, hardly a dozen. In Europe there is one. Yet many museums in Continental Europe, in Great Britain and the British Commonwealth, and in the Americas do provide for children in a variety of ways. How museums of different types, including Children's Museums, provide for children is the subject of three reports from these different geographical areas. Class visits and leisure-time visits by children, schemes for loaning collections to schools and youth organizations, and facilities for handicapped children are topics discussed. The use and misuse of labels, models, films, lectures, publications, and questionnaires as educational aids are presented. The location, physical characteristics, organization, sponsorship, personnel, and contents of museums in the Americas are noted. The observation is made that where Children's Museums are most successful they are least like museums and most like Youth Clubs. It is also observed that, not only are most existing museums unsuitable for children, they are also unsuitable for adults—and for the same reasons. A list of museums conducting children's work and a bibliography are given. (MF)

ED 046 234 24 EM 008 654

Lincoln, William A.

Development of Techniques for Utilizing Television in Secondary School and Adult Basic Education Classrooms. Final Report.

Gardner Public Schools, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—P-8-A-041

Bureau No—BR-8-A-041

Pub Date Sep 70

Grant—OEG-1-9-080041-0006(010)

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Instructional Television, Mobile Educational Services, Production Techniques, Program Evaluation, Secondary Education, Student Developed Materials, Student Opinion, *Teacher Developed Materials, Televised Instruction, Video Tape Recordings

In this project, television cameras, monitors, and videotapes were used as direct teaching tools by classroom teachers, with a moderate degree of success, as judged by student achievement and acceptance. Six classroom teachers worked with 309 secondary students and 23 adults, each teacher adapting the techniques of television production to his subject area. Both teachers and students operated the equipment, televising activities in the classroom setting and out of it. An opinion sampling instrument developed for the project was administered, and revealed that: (1) students did not express a high level of confidence that, because of television, a class had taught them "very much"; (2) opinions about the use of television were colored by the way it was used in a particular subject area; (3) correlation was at a significant level among those items relating to dullness or interest, amount learned, and desire to have television used in classes. The experience of the project resulted in the conclusion that all five of the television capabilities utilized—image multiplication, image magnification, image association, image transportation, and image memory—were possible using relatively inexpensive, easily operated equipment. Recommendations centered about the need for paraprofessional aides and mobile units. (MF)

ED 046 235

EM 008 655

Sage, Edwin R.

Problem-Solving with the Computer.

Entelek, Inc., Newburyport, Mass.

Pub Date 69

Note—244p.

Available from—ENTELEK, Inc., 42 Pleasant Street, Newburyport, Massachusetts 01950 (\$3.95)

Document Not Available from EDRS.

Descriptors—Algebra, Algorithms, Arithmetic, *Computer Oriented Programs, Data Processing, Flow Charts, Geometry, Mathematics Curriculum, *Problem Solving, Programming, *Secondary School Mathematics

Identifiers—BASIC, *Beginners All Purpose Symbolic Instruction Code

Intended to be used in conjunction with a traditional curriculum, this book demonstrates the use of the computer, especially the on-line, interactive type of computer, to solve a variety of problems studied in secondary school mathematics. Each chapter presents several problems, and each problem introduces one or two concepts that must be understood if the student is to become proficient in solving problems and writing programs. The student is introduced to the operations of addition, subtraction, multiplication, and division; the elements of the BASIC (Beginner's All Purpose Symbolic Instruction Code) language; and flow charting. Courses in which designated problems can be used are: arithmetic, elementary algebra, intermediate algebra, geometry, and advanced algebra and analysis. Instruction is also given on the processing of data. (MF)

ED 046 236

EM 008 656

Post, Dudley L., Ed.

The Use of Computers in Secondary School

Mathematics.

Entelek, Inc., Newburyport, Mass.

Pub Date 70

Note—252p.

Available from—ENTELEK, Inc., 42 Pleasant Street, Newburyport, Massachusetts 01950 (\$4.95)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Clubs, Computer Assisted Instruction, Computer Graphics, Computer Programs, *Computers, Computer Storage Devices, Costs, Digital Computers, Input Output Devices, Instructional Innovation, Programming Languages, *Secondary School Mathematics, Time Sharing, Tutorial Programs

Identifiers—Dartmouth Secondary School Project

Written to answer the questions a teacher or administrator may have about the instructional use of computers, this book is particularly concerned with those applications of the computer in which the high school student, not a teacher or a member of the administrative staff, is "in the loop," or interacting with the computer. Acquisition of a computer capability, choice of a computer language, installation of a time-sharing system, administration of a computer terminal, and use of the computer in a mathematics classroom are topics discussed. Descriptions are given of the use of computers in various high school settings. A prose glossary of computer terms is appended. (MF)

ED 046 237

EM 008 657

Big Rock Candy Mountain. Resources for Our Education. A Learning to Learn Catalog.

Winter 1970.

Portola Inst., Inc., Menlo Park, Calif.

Pub Date 70

Note—96p.

Available from—Big Rock Candy Mountain, Portola Institute, Inc., 1115 Merrill Street, Menlo Park, California 94025 (\$4.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Book Reviews, *Catalogs, Classroom Materials, Classroom Techniques, *Cultural Environment, Educational Environment, *Educational Resources, Folklore Books, Playgrounds, Play Therapy

Imaginative learning resources of various types are reported in this catalog under the subject headings of process learning, education environments, classroom materials and methods, home learning, and self discovery. Books reviewed are on the subjects of superstition, Eastern religions, fairy tales, philosophy, creativity, poetry, child care, infant care, dreams, cooking, vision, Soviet childbearing, sex, death, biology, physiology, bioenergetics, birth control, yoga, calisthenics, dance, nutrition, psychology, and meditation. Films and filmstrips are also reviewed. Directions for building play sculpture are given. Record, tapes, catalogs, journals, and newsletters are noted. Bibliographies are given. (MF)

ED 046 238

EM 008 658

Chadwick, Clifton

Educational Technology in International Development Education.

Florida State Univ., Tallahassee. Dept. of Educational Research.

Pub Date Nov 70

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Developing Nations, Dropouts, Education, Educational Innovation, Educational Planning, *Educational Problems, *Educational Technology, Enrollment Influences, Information Dissemination, Manpower Needs, Systems Analysis, Teaching Models

Identifiers—Brazil, Columbia, El Salvador, India, Korea

Many developing countries face severe problems in their education systems, and their search for solutions to these problems is conducted with great urgency. An important area where possible solutions are being examined is educational technology. This paper examines five questions which are important to its use in developing countries: (a) what are the main problems of education in the developing nations; (b) what is educational technology; (c) to what problems has it been applied and with what results; (d) what new approaches, developments and innovations are being prepared which are relevant to the developing nations; and, (e) what things must be done in educational technology, if it is to be truly responsive to their needs? In summary, it is concluded that developing countries must be shown the cost-benefit of educational technology. A bibliography is appended. (Author/MF)

ED 046 239

EM 008 659

Whittington, Marna C.

Methodological Considerations in On-Line Contingent Research and Implications for Learning.

Technical Report.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date Oct 70

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algorithms, Computer Based Laboratories, *Computer Oriented Programs, Constructed Response, Individualized Instruction, *Learning, Learning Laboratories, Measurement Techniques, Psychological Studies, Research Design, Sequential Approach, Stimulus Devices, Task Analysis

Identifiers—*Parameter Estimation of Sequential Testing, PEST

Methods for the implementation of on-line contingent research are described in this study. In a contingent experimentation procedure, the content of successive experimental trials is a function of a subject's responses to a previous trial or trials (in contrast to traditional experimentation in which the subject is presented a previously established sequence of trials that is constant for all subjects.) Computer control of the sequencing of stimuli on the basis of the subject's responses permits the adaptation of stimulus presentations to the response history of the learner, facilitating the optimization of learning outcomes. The manner in which contingent research designs enable the researcher to examine learning problems that are analogous to the problems of instructional technology is demonstrated, with particular emphasis placed on the implications of contingent research techniques for task management, psychological measurement, and research design. A systematic analysis of contingent decision algorithms and on-line programs is presented, and the application of these programs is examined and compared with non-contingent research designs with respect to procedure, data collection, and efficiency. (Author/MF)

ED 046 240

EM 008 661

Kromhout, O. M. and Others

Conference on Computers in Undergraduate Science Education: A Computer-Assisted and Managed Course in Physical Sciences.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—AD-714 503; TM-23

Pub Date 30 Oct 70

Note—21p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-714 503, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Computer Assisted Instruction, Computer Based Laboratories, Computer Oriented Programs, Cost Effectiveness, Costs, Diagnostic Tests, General Education, Higher Education, Models, *Multimedia Instruction, *Physics Instruction, Reading Assignments, Review (Retaxamination), Science Education, Self Pacing Machines, Simulation, *Tutorial Programs, Undergraduate Study

Identifiers—CMI, Computer Managed Instruction, *Florida State University, IBM 1440 Computer System, IBM 1500 Instructional System

An autonomous multimedia computer-assisted instruction (CAI) general-education physics course was developed and evaluated at Florida State University (FSU). Based on a one-term conventional lecture course which had been given successfully at FSU for several years, the CAI course made use of an IBM 1500 instructional system to guide the student through a self-paced program of textbook reading assignments, audiotaped lectures, movies, and cartridge films of demonstration experiments. The student had to pass a diagnostic quiz administered by the computer on the reading assignment before beginning each lesson. At the end of each unit, he was questioned by the computer on the main points of the lesson before proceeding to the next unit. Review lessons on an IBM computer system were provided as a supplement to both the CAI course and the conventional course. The CAI course was given for credit to 23 students in the Fall of 1967 and to 37 students in the Spring of 1968 with satisfactory results which gave some evidence that increasing involvement with CAI produces better grades. Recent tutorial approaches have also been made at FSU to simulating physics laboratory instruction. It is concluded that computer-managed instruction (CMI) with CAI provides for a very cost-effective approach. (Author/MF)

periened supervisors. The fact that significant phenomena were predicted and measured is evidence that the microteaching procedure provides a workable framework for the study of supervisor behavior and its consequences. Additional research is needed to assess other possible effects such as changes in non-verbal conference behavior. (Author/MF)

ED 046 249 EM 008 673

Berliner, David C.

Aptitude-Treatment Interactions in Two Studies of Learning from Lecture Instruction.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date Feb 71

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., February 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Aptitude, Attention, Interaction, *Learning Activities, *Lecture, Memory, Student Behavior, Testing
Identifiers—Johnson Neyman Statistical Technique

A study and replication tested whether memory aptitudes interacted with note-taking, paying attention, or responding to test-like events during lecture instruction. Regression analyses were accomplished by means of the single predictor-single criterion case of the modified Johnson-Neyman statistical technique. A disordinal interaction between test-like events and note-taking occurred in both studies. When a subject was low in memory ability, test-like events were recommended over note-taking. It also appeared that at high levels of memory ability note-taking was markedly superior to paying attention but at low levels of memory ability that difference least, and in some analyses paying attention was superior to note-taking. The study and replication demonstrated the robustness of aptitude-treatment interactions, the utility of regression analysis of this type, and some conditions under which test-like events, note-taking, and paying attention are effective student behaviors in lecture instruction. (Author/MF)

ED 046 250 EM 008 674

Belgard, Maria R. Min, Leo Yoon-Gee

Optimizing the Teaching-Learning Process Through a Linear Programming Model—Stage Increment Model.

Catholic Univ. of America, Washington, D.C. School of Education; Stanford Univ., Calif. School of Education.

Pub Date Feb 71

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., February 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algorithms, Decision Making, Digital Computers, Education, Feedback, Learning, *Linear Programming, *Mathematical Models, Methodology, Operations Research
Identifiers—Stage Increment Model

An operations research method to optimize the teaching-learning process is introduced in this paper. In particular, a linear programming model is proposed which, unlike dynamic or control theory models, allows the computer to react to the responses of a learner in seconds or less. To satisfy the assumptions of linearity, the seemingly complicated non-linear teaching-learning process is converted into a neat linear form. A theorem is proposed and proven which provides the theoretical basis for treating the teaching-learning process as a piece-wise linear form. By taking probability of success as a negative cost coefficient, a mathematical programming model is proposed for the local optimizations which lead to the global optimization when the theorem is applied. Through this Stage Increment Model, sound and scientific optimization of the teaching-learning process for the individual becomes a reality. (Author/MF)

ED 046 251 24 EM 008 680

King, Arthur Dean

An Application of Simulation Techniques to an Innovative Teacher Training Program.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—AD-716 952; TR-16

Pub Date 1 Nov 70

Note—127p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-716 952, MF \$95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Affective Behavior, Behavior, *Computer Oriented Programs, Elementary Education, Instructional Innovation, Literature Reviews, Self Pacing Machines, Simulated Environment, Simulation, Systems Approach, Task Analysis, Task Performance, *Teacher Education, *Teaching Models, Training Techniques, Transfer of Training
Identifiers—Florida Twelfth Grade Test Scores

The purposes of this investigation were to analyze a teaching training program in order to construct models that represent the instructional process and to develop procedures for implementing the models on a computer system. The training program which provided the framework for these research goals was labeled a "behavioral simulation," since it utilized the trainee's behavior as the most significant system component. The model that represented the behavioral simulation was implemented on a computer, and these procedures were labeled a "system simulation." The function of the behavioral simulation was to train prospective teachers by providing an environment which facilitated transfer to the classroom. The function of the system simulation was to generate and test propositions concerning this new training system by translating ideas into the system and by testing the implications of the ideas or strategies. Within the behavioral simulation the level of the trainees' average task performance suggested that the complex skills involved in teaching can be organized in ordered sequences of complementary skills. Appendices contain supporting materials. A bibliography is given. (Author/MF)

ED 046 252 24 EM 008 681

Lipe, James Gary

The Development and Implementation of a Model for the Design of Individualized Instruction at the University Level.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—AD-716 953; TR-15

Pub Date 30 Oct 70

Note—196p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-716 953, MF \$95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Programs, Educational Technology, Higher Education, Independent Study, *Individualized Instruction, Instructional Design, Instructional Systems, Literature Reviews, Systems Approach, *Teacher Education, *Teaching Models, Test Scoring Machines
Identifiers—PIERIM, *Production Implementation Evaluation and Revision, Revision Indicator

An interactive model for the design of individualized instruction was developed and implemented, with activities explicitly prescribed for the instructor and the educational technologist. Using this model—PIERIM (Production, Implementation Evaluation and Revision of Instructional Modules)—a traditional elementary education course was converted into 25 instructional modules. The modules were used in a conventional classroom (N=19), revised on the basis of learner performance, and then used in a self-instruction environment (N=28). The pre- and posttest performances of the two groups were approximately equal. Evaluation of the modules was undertaken by faculty members who ranked the instructional modules on the basis of the relative importance of a teacher candidate being able to demonstrate the behavior described by the modules. Rank correlation between the two sets of rankings was .71 for the total set of modules. The major identified weakness of a set of instructional modules produced by the PIERIM model remains: the relevance of the set of instructional modules, when compared to a specific teacher competency, cannot exceed the relevance of the subject matter from which the modules were derived. (MF)

ED 046 253

24

EM 008 682

Geisert, Paul

A Comparison of the Effects of Information Mapped Learning Materials and Traditional Materials on the Learning of Concepts via the Printed Page and Computer Cathode Ray Tube.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—AD-713 987; TM-24

Pub Date 30 Oct 70

Note—85p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-713 987, MF \$95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Graphics, Concept Formation, Concept Teaching, Display Systems, Feedback, Input Output Devices, Instructional Design, *Instructional Materials, Organization, Programmed Texts, Student Attitudes, Systems Approach, Task Performance, Textbooks, Time Factors (Learning), Verbal Communication, Written Language

Identifiers—*Army National Guard

A study was made of the learning effects of information mapping; i.e., the technique of organizing materials on the printed page in a format which clearly illustrates the order and organization of the materials. The investigation of the effects of information mapping and information-mapped feedback on achievement, time variables, and attitude utilized the printed page and computer-assisted instruction. A systems approach was used to develop a set of hierarchically arranged learning materials. Forty-four members of the Army National Guard of Tallahassee served as subjects to compare information-mapped materials with traditional materials. No significant differences were found in the comparison of 15 dependent variables. Significant differences were demonstrated for all attitudes toward the materials, with subjects showing more positive attitudes toward information-mapped materials than traditional materials. A trend in performance and time variables suggested that information mapped/feedback treatment resulted in better performance. (Author/MF)

ED 046 254 48 EM 008 683

Wolf, Willavene And Others

A Study of Eye Movement in Television Viewing.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0427

Pub Date Aug 70

Grant—OEG-7-45-0430-234

Note—186p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Age Differences, Aural Learning, Aural Stimuli, Experiments, *Eye Movements, Goodness of Fit, Instructional Films, Intelligence Factors, Learning, Recall (Psychological), Research Methodology, Sound Films, Telecourses, *Television Viewing, Visual Learning, Visual Stimuli

Identifiers—Henmon Nelson Group Tests, Mackworth Corneal Reflection Apparatus

An analysis of the types of eye movements of subjects viewing motion picture films and telecourses revealed a continuum of movements. Two of the intervals of this continuum (No Observable Movements and Minimolements) were found to be related to intelligence. The factors of age and learning did not correlate with any of the indices. Subjects in the experiment were selected from grades 6, 8, and 11; they were divided into nine cells of six subjects each. Four types of films were selected for the stimulus material and were shown as one nineteen-minute film. An analysis of where the subjects looked, called the density analysis, showed that subjects looked at a few well-defined areas of the screen. Results from the density analysis are suggestive for producers of educational films and telecourses, as various scene variables are influential on where the subjects look. In addition, since differences in viewing patterns occurred between the subgroups of age and IQ, these groups should also be taken into consideration in the stimulus development. Appen-

dices contain forms and tests used in the experimental and experimental data resulting from it. (MF)

ED 046 255 24 **EM 008 684**
Public Broadcasting Environment Center. Final Report.

Corporation for Public Broadcasting, Washington, D.C.; Public Broadcasting Environment Center, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-0651

Pub Date 30 Nov 70

Grant—OEG-0-703910(508)

Note—635p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Broadcast Industry, *Ecology, Educational Finance, Educational Radio, Educational Television, *Education Service Centers, *Environment, Estimated Costs, Financial Needs, Manpower Development, Manpower Needs, Pollution, Public Education, Public Policy.

Identifiers—Corporation for Public Broadcasting, PBEC, *Public Broadcasting Environment Center

Created in 1970 to apply the capabilities of public broadcasting to the challenge of environmental education, the Public Broadcasting Environment Center (PBEC) has completed its first planning phase. Goals and objectives have been determined; strategies for action have been envisioned; radio and television programs have been planned; manpower training information, orientation, and technical assistance have been estimated, and funding is being sought. Phase I activities of PBEC are described and 11 projects are reported on. These reports are concerned with surveys, information services, advisory bodies, target audience characterization, project objectives, administration, production of programs, communications, manpower training and coordination, environmental education, and environmental action. "Exhibits" are interspersed in the reports. (MF)

ED 046 256 **EM 008 707**

Audiovisual Market Place 1971. A Multimedia Guide.

Pub Date 71

Note—234p.

Available from—R. R. Bowker Company, 1180 Avenue of the Americas, New York, N.Y. 10036 (\$15.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Catalogs, *Directories, Educational Equipment, Equipment Manufacturers, Instructional Aids

Both hardware manufacturers and software producers/distributors are arranged alphabetically by firm name and in indexes classified by product line. Entries indicate names of key personnel, addresses, phone numbers, types of material or equipment offered, and availability of printed instructions or other materials supplied with the product. Also provided are a list of national audiovisual associations and allied groups, a calendar of conventions, a list of educational radio and television stations, a reference list, and a list of serial publications and review services. A section on services includes information on audiovisual dealers by state, in addition to listing services such as processing, cataloging, production, laboratories, and rentals. A reader's service card codes all the advertisements in the directory to enable the user to contact an advertiser for additional information. (JY/DC)

FL

ED 046 257 **FL 001 410**

Shevelov, George Y.

The Structure of the Root in Modern Russian.

American Association of Teachers of Slavic and East European Languages.

Pub Date 57

Note—19p.

Journal Cit—Slavic and East European Journal; v15 n2 p106-124 Sum 1957

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Allomorphs, Componential Analysis, Etymology, Language Patterns, *Language

Research, Language Typology, Lexicology, Linguistics, Linguistic Theory, Morphemes, *Morphology (Languages), Morphophonemics, Phonemics, *Russian, Semantics, *Structural Analysis, Structural Linguistics, Surface Structure, Synchronic Linguistics, *Written Language

Following a brief summary of Trubetzkoy's views of Russian word roots, a statistical analysis is performed on a short literary passage in seeking to examine whether all types of roots merely coexist in modern Russian or whether there is an expansion of certain types and a contraction of others. Results point out statistical and semantic inadequacies in previous theory, and new criteria for root analysis are proposed. Application of the new theory based on synchrony and structure obtains a reduction of the residual group of root types derived from the sample to less than one percent. The author concludes that for a valid linguistic understanding of modern Russian, a synchronic rather than a diachronic analysis is required. (RL)

ED 046 258 **FL 001 418**

Cornyn, William S.

On the Classification of Russian Verbs.

Pub Date 48

Note—13p.

Journal Cit—Language; v24 p64-75 1948

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Descriptive Linguistics, Form Classes (Languages), *Language Classification, Language Patterns, *Language Typology, Linguistic Patterns, Morphology (Languages), Morphophonemics, Phonemics, *Russian, *Synchronic Linguistics, *Verbs

An introduction to the Russian phonemic system leads to a model classification of verb forms derived from the infinitive and present stems of selected verbs. Correspondences between the two sets of verb forms are listed. A brief history of attempts at verb classification concentrates on the theory of Meyer, Berneker, and Bloomfield. A complete list of Russian irregular verbs is included. (RL)

ED 046 259 **FL 001 420**

Benson, Morton

The Stress of Russian Surnames.

American Association of Teachers of Slavic and East European Languages.

Pub Date 64

Note—12p.

Journal Cit—Slavic and East European Journal; v8 n1 p42-53 Spr 1964

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Form Classes (Languages), Intonation, *Language Patterns, *Nominals, Orthographic Symbols, *Phonology, *Russian, *Slavic Languages, Spelling, Suprasegmentals

An investigation of Russian surnames reveals a system in which pronunciation is largely determined by two sets of factors. The author considers in detail the relationship between the stress in a surname and the stress in a word from which the name is derived and also the relationship between the stress in surnames and their "endings" as they are written in traditional orthography. It is demonstrated that, while most Russian surnames are systematically derived, many exceptions and individual pronunciations do exist. (RL)

ED 046 260 **FL 001 422**

Wheeler, Marcus

A Note on "Predicative Words" in Russian.

Pub Date 61

Note—7p.

Journal Cit—Annali; (Istituto Universitario Orientale) Sezione Slava, v4 n1, Naples 1961

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adverbs, Componential Analysis, Distinctive Features, *Form Classes (Languages), *Grammar, *Language Classification, Linguistic Patterns, Linguistics, Morphology (Languages), *Russian, Sentences, *Sentence Structure, Slavic Languages, Structural Analysis, Syntax

The problem of determining the grammatical status of predicate words in Russian is examined in this article. The contrast between the morphological heterogeneity and the seemingly uniform function of predicative forms has led to the postulation of a new part of speech described as the "category of state". However, the status of

predicate words as a whole suggests to the author that their function is more akin to that of identifiable, existing parts of speech and that the introduction of a special "category of state" may be superfluous. (RL)

ED 046 261 48 **FL 001 486**

Poltzer, Robert L. Weiss, Louis

An Experiment in Improving Achievement in Foreign Language Through Learning of Selected Skills Associated with Language Aptitude. Final Report.

Stanford Univ., Calif. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1097

Pub Date Jul 69

Contract—OEC-4-6-051097-1231

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Achievement Tests, *Aptitude Tests, Cultural Education, *Language Ability, Language Development, Language Instruction, Language Proficiency, *Language Research, *Language Skills, Language Tests, Second Language Learning, Sex Differences, Skill Development, Statistical Data, Study Skills

This two-phase experiment was conducted to determine: (1) whether foreign language aptitude as measured by standard aptitude tests (Pimsleur Language Aptitude Battery, Carroll-Sapon Modern Language Aptitude Test) can be significantly increased by training, and (2) whether increases in language aptitude so obtained would result in better language achievement. Phase one involved an MLAT-trained experimental group and an untrained control group. Phase two involved a Pimsleur-trained experimental group, a control group that received cultural enrichment, and a group that was involved in the acquisition of study skills. The experiment indicated that specific training in language aptitude may very well be an important educational tool, though it is probably most effective if undertaken before any exposure to foreign language learning. (Author/AF)

ED 046 262 **FL 001 822**

Whetten, Nathan L.

The Role of the Ejido in Mexican Land Reform.

Wisconsin Univ., Madison. Land Tenure Center.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date May 63

Note—8p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-189 973, MF-\$95, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Agriculture, Agronomy, Cultural Background, Ethnic Groups, *Land Settlement, *Land Use, *Latin American Culture, *Spanish Speaking

Identifiers—*Mexico

This document is concerned with the "ejido" system in Mexico, one in which the property rights in land are vested in the community. As a land-holding, village-type of settlement pattern, the "ejido" system is discussed in terms of land policies in early Mexico, the era of land reform, and the development and reappraisal of the "ejido" system. The author points out the need for revision to meet changing conditions in Mexico. (RL)

ED 046 263 **FL 001 872**

France: Reforme dans l'Enseignement des Langues Vivantes (France: Reform in the Teaching of Modern Languages).

Documentation Centre for Education in Europe, Strasbourg (France).

Pub Date 70

Note—2p; In Documentation Centre for Education in Europe Newsletter, n1 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classical Languages, Curriculum Guides, Curriculum Planning, Educational Change, Educational Development, Educational Innovation, Educational Trends, Enrollment Influences, *Instructional Program Divisions, *International Education, *Language Instruction, *Modern Languages, Relevance (Education), *Second Language Learning

Identifiers—*France

Details of a circular distributed in November 1969 by the National Minister of Education of

France proposing some controversial changes in the instruction of modern languages are reported in this paper. The principal changes allow students wider choice in determining whether to study one or more languages during the same period of time. German, English, Spanish, Italian, and Russian are to be offered beginning with the sixth level in each of 408 school districts. Some statistical data on teacher recruitment and language popularity are included. (RL)

ED 046 264 FL 001 873

Adams, Dale W.

The Economics of Land Reform in Latin America and the Role of AID Agencies.

Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Aug 69

Note—36p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-189-963, MF-\$9.5, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Agricultural Production, Agriculture, Agronomy, Demography, Depressed Areas (Geographic), *Economic Development, *Economic Disadvantage, *Land Settlement, Land Use, *Latin American Culture, Population Trends, Relocation, Rural Urban Differences, Urban Areas, Urban Culture, Urbanization

Identifiers—*Latin America

This discussion paper points out how land reform was the principal component in the Alliance for Progress aimed at easing rural poverty. Major sections question: (1) the influence of land reform on agricultural productivity, (2) urbanization as a viable alternative to land reform, and (3) colonization as an economic alternative to land reform. Concluding remarks emphasize ways and means in which AID agencies might stimulate or assist land reform, which is held to be essential for Latin American countries. (RL)

ED 046 265 FL 001 875

Bailey, Charles-James N.

The Pronunciation of "Zeta" in Ancient Greek.

Chicago Univ., Ill. Dept. of Linguistics.

Pub Date 68

Note—20p.; In Papers from the Fourth Regional Meeting, Chicago Linguistic Society, April 19-20, 1968, p177-193

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Componential Analysis, *Consonants, Diachronic Linguistics, Dialect Studies, *Greek, *Language Research, Linguistic Patterns, Linguistic Theory, Phonemics, *Phonetic Analysis, *Pronunciation, Psycholinguistics, Social Dialects, Structural Analysis

Psychological explanations of the choices of the orthographic symbols and the dialectal and other variations of orthographic symbols in ancient Greek are examined in the determination of the pronunciation of the modern Greek "zeta". The pronunciation of the "double-delta" that corresponds to it in Boetian, Thessalian, Elean, Cretan, Laconian, and in the dialect of Megara is also considered as supportive research. In this connection, its voiceless congener spelled as "-double-tau" or as "double-sigma" in various idioms is examined. The author contrasts previous theory with his own. Extensive documentation and a bibliography are included. Corrections and additions made by the author after publication are appended. (Author/RL)

ED 046 266 FL 001 919

[Films in French.]

Encyclopaedia Britannica, Inc., Chicago, Ill.

Note—6p.

Available from—Encyclopedia Britannica Educational Corporation, International Division, 425 North Michigan Avenue, Chicago, Ill. 60611 (gratis)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Bilingual Education, Elementary Schools, *Films, Films, *French, *Instructional Films, Language Arts, *Language Instruction, *Modern Languages, Science Education, Secondary Schools, Social Studies

This list of approximately 100 educational films in French covers a wide variety of topics including films for use in social studies, language arts, humanities, physical and natural sciences, safety and health, and fine arts classes. Many films feature life patterns among particular ethnic groups.

Catalogue numbers and sale prices of films in both black and white and in color are included. Subject matter is suitable for elementary and secondary education provided students are linguistically prepared. (RL)

ED 046 267 FL 001 940

Alonso, Damaso

De "El Caballero de Illescas" a "Los Intereses Creados" (From "The Gentleman from Illescas" [Lope de Vega] to "Vested Interests" [Benavente]).

Pub Date Dec 67

Note—24p.

Journal Cit—Revista de Filología Española; v50 n1-4 p1-24 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Baroque Literature, Characterization (Literature), Comedy, Dialogue, *Drama, Dramatic Unities, Formal Criticism, Literary Influences, Literary Styles, Monologues, Motifs, Playwriting, *Seventeenth Century Literature, *Spanish Literature, Theater Arts, *Twentieth Century Literature

Identifiers—Benavente y Martinez (Jacinto), *Vega Carpio (Lope Felix de)

Across the centuries the heroes in dramatic works develop and play out action along the same lines, although the dramas may have been created by different authors and may reflect various eras and cultures. A case in point is a comparison of the two Spanish plays "El Caballero de Illescas" by Lope de Vega (1602) and "Los Intereses Creados" by Jacinto Benavente (1907). Similarities in the fate of the two protagonists are striking. Both men arrive penniless in Naples at a bleak period of their lives anxious to improve their fortunes. Both heroes fall in love with wealthy maidens of the nobility with whom they eventually elope. The family backgrounds and origins of family fortunes have parallel details. Readers soon learn that the protagonists also had similar backgrounds. The techniques employed constitute the major difference between the two works. Lope de Vega tells all about his hero in Act 1; the action and the similarities to Benavente do not begin until Act 2. In Benavente's work, action begins immediately and the reader learns about the protagonist in the narrative. Benavente's portrayal of his hero's split personality is the best feature of his composition, while Lope de Vega's monologues are well executed. The similarities and distinctions are shown not to cite plagiarism but analyze the two dramas more extensively and to illustrate seventeenth century and twentieth century points of view. (DS)

ED 046 268 FL 001 941

García Berrio, Antonio

El primer "Convivido de Piedra" No Español (The First Italian Drama on the Don Juan Theme).

Pub Date Dec 67

Note—32p.

Journal Cit—Revista de Filología Española; v50 n1-4 p25-56 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analytical Criticism, Characterization (Literature), Christianity, Dialogue, *Drama, Historical Criticism, *Italian Literature, Literary Influences, Motifs, Mythic Criticism, Mythology, Narration, Playwriting, Poetry, Seventeenth Century Literature, *Spanish Literature, *Textual Criticism, Tragedy

Identifiers—Tellez (Gabriel), *Tirso de Molina

A manuscript dated 1651 and now housed at the National Library in Florence, Italy, suggests that the document may be the first Italian adaptation of the Spanish drama, "El burlador de Sevilla y Convidado de Piedra" ("The Deceiver of Seville"). The Spanish tragedy, written in 1630 by Gabriel Tellez, known as Tirso de Molina, introduced the character of Don Juan. Four Italian seventeenth century artists are identified as possible dramatists of the Italian version but critics cannot agree on which one of them actually wrote the manuscript, "Convivato di Pietra", under scrutiny. Giacinto Andre Ciochini is alleged to have composed the work in 1650. Giovanni Battista Andreini (1651), Lionne Allacci, and Onofrio Gilierto di Solofra (1652) are also cited as possible authors although the apparent date of their plays follows the publication of the manuscript. A comparison of similarities and differences in the four versions is made. (DS)

ED 046 269

Cerdà Maso, Ramon

Apreciaciones generales sobre Cast. /X/ Cat. [X] en el campo de Tarragona (General Considerations on the Castilian /X/ and the Catalan [X] in Tarragona).

Pub Date Dec 67

Note—40p.

Journal Cit—Revista de Filología Española; v50 n1-4 p57-96 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Diachronic Linguistics, Grammar, Language Instruction, Language Usage, Lexicology, Linguistic Patterns, *Linguistics, Linguistic Theory, Morphology (Languages), *Phonemes, *Phonology, Pronunciation, *Romance Languages, *Spanish, Standard Spoken Usage

Throughout the centuries in Spain, the Castilians and Catalans have shared cultural, social, political, generational, and human experiences. This exchange was bound to have a linguistic influence of the Castilian on the Catalan language. (In Catalonia bilingualism is prevalent, and in Castile it is not.) While there have been lexical changes, the alterations are difficult to pinpoint. One exception is in the area of phonology, and an example is the phoneme [X]. In Old Catalan, it was written as "K" and had the value of [K]. In modern Catalan usage, the phoneme is treated as an [X] although the usage can vary. The article concentrates on this and other differences between Catalan and Castilian in the province of Tarragona and identifies the affects of bilingualism on the language of various generations. A list of words and expressions is studied orthographically, semantically, phonetically, and psychologically to illustrate the prevailing differences. (DS)

ED 046 270 FL 001 943

Bratosevich, Nicolas

"Tras de un Amoroso Lance" como Estructura Expresiva (The Poem, "Behind the Amorous Cast" as an Expressive Structure).

Pub Date Dec 67

Note—25p.

Journal Cit—Revista de Filología Española; v50 n1-4 p97-121 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Allegory, Ambiguity, Analytical Criticism, Biblical Literature, Christianity, Diagrams, Imagery, Language Rhythm, *Lyc Poetry, Motifs, Mysticism, *Poetry, *Sixteenth Century Literature, *Spanish Literature, Symbols (Literary), Versification

Identifiers—*Cruz (San Juan de la)

An analysis of a poem by San Juan de la Cruz (St. John of the Cross), the sixteenth century Spanish mystic, identifies symbols and images, explains themes, and offers a synthesis of its structural patterns. The poem, "Tras de amoroso lance", deals with the theme of the search of the beloved (i.e., the soul) for the lover, and incorporates the mystical concept which differentiates between erotic and divine love. Although the poems are love poems and as such are passionate and delicate, they are allegories of the mystical ascent of the soul to the state of union with God. Falconry ("caza cetrera") symbolizes this search and a finding of divine love. The poet employs reiteration, alliteration, and hendecasyllables frequently in his refrains. The imagery for the verse is drawn from the Spanish poet, Garcilaso de la Vega, and from the "Song of Songs". Through his sense of allusive eroticism and his aesthetic mysticism, the poet, furthermore, eliminates all ambiguity from his work. (DS)

ED 046 271 FL 001 944

Porqueras Mayo, A. Sanchez Escribano, F.

Funcion del "Vulgo" en la Precepcion Dramatica de la Edad de Oro (The Function of the "Masses" in the Didactic Drama of the [Spanish] Golden Age).

Spons Agency—American Philosophical Society, Philadelphia, Pa.

Pub Date Dec 67

Note—21p.; Paper presented at the annual meeting of the Modern Language Association of America, December 1967, in Chicago, Illinois

Journal Cit—Revista de Filología Española; v50 n1-4 p123-143 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analytical Criticism, Aristotelian Criticism, *Audiences, *Didacticism, *Drama, Latin, Literary Criticism, Literary Styles,

Motifs, Playwriting, Poetry, *Seventeenth Century Literature, Social Attitudes, *Spanish Literature, Vocabulary

A concept of the masses, or populace, conveyed a positive connotation in both Biblical and Renaissance literature. During Spain's Golden Age (seventeenth century) writers, especially didactic dramatists, tended to register negative and prejudiced attitudes toward the common folk and to regard them as "masa inculta" or uncultured masses. Primarily, this attitude followed a literary tradition inherited from Latin writings and was a result of the influence of Vulgar Latin on Spanish. Such terms as "plebs", "turba", and "masa" were used to describe mobs, whereas literary Latin referred to these groups as "populus" and "gens," more positive terms. Other reasons for this air of superiority were that dramatists preferred to maintain a distance from their spectators, and playwrights claimed a deterioration in the quality of their audiences. Each author varied slightly in his interpretation of "vulgo", but almost all of them referred to the populace frequently in their works. Among the writers cited are Cervantes, Calderon, Lope de Vega, and Juan de la Cueva. Later writers such as Tirso de Molina, Ricardo de Turia, and Guillen de Castro reversed the tendency and respected and identified with the masses in their dramas. (DS)

ED 046 272 FL 001 945

Lope Blanch, Juan M.

La Influencia del Substrato en la Fonetica del Espanol de Mexico (The Influence of the Mexican Substratum Dialects on Spanish Pronunciation in Mexico).

Pub Date Dec 67

Note—17p.; Revised version of a paper presented at the 10th Congress International des Linguistes in Bucharest, Romania, 1967

Journal Cit—Revista de Filologia Espanola; v50 n1-4 p145-161 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Speech), Consonants, Descriptive Linguistics, *Dialects, Dialect Studies, *Grammar, *Language Instruction, Phonemes, Phonetics, Phonology, *Pronunciation, Regional Dialects, *Spanish, Standard Spoken Usage, Vowels

Identifiers—*Mexico

Spanish spoken in Mexico City is influenced considerably more by indigenous dialects than by archaic or present usage of peninsular Spanish. Six areas in particular fall under this influence: (1) the phoneme "s", treated as a palative and fricative sound, (2) voiced "s", which is dental alveolar and affricate, (3) "t" in liaison with "i", articulated as a plosive, (4) a final "r", voiced as an implosive and vibrant sound, (5) a lapse in tonic and atonic vowels, and (6) a prolonged and tense articulation of "s", especially in final position. (DS)

ED 046 273 FL 001 946

Lamiquiz, Vidal

El Demonstrativo en Espanol y en Frances Estudio Comparativo y Estructuración (A Comparative and Structural Study of the Demonstrative in Spanish and French).

Pub Date Dec 67

Note—40p.

Journal Cit—Revista de Filologia Espanola; v50 n1-4 p163-202 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adjectives, Applied Linguistics, Case (Grammar), Contrastive Linguistics, Diagrams, Form Classes (Languages), *French, French Literature, *Grammar, Language Instruction, Latin, Medieval Literature, *Pronouns, *Spanish, Spanish Literature, Syntax

There are four demonstrative adjectives in Spanish: "este," "ese," "aquel," and "el" (which is the same as the definite article). When "este," "ese," and "aquel" do not modify a noun, they have an accent mark (except in the neuter forms) and have the function of pronouns. The singular and plural articles in Spanish are derived from the Latin demonstrative pronouns. "Ese" in Spanish compares to the Latin "iste" and occasionally implies contempt, especially when placed after a noun. In other Spanish dialects (Leones and Aragones, for example) the demonstrative is expressed differently, but in each case the Spanish singular demonstrative was derived from the Latin nominative and the plural from the Latin plural accusative. Demonstratives were

widely used in Medieval Spanish literature and changed little in usage from Medieval to modern times. In French, the use and form of the demonstratives were determined formally in the sixteenth and seventeenth centuries. Demonstratives were also used extensively in Medieval French literature, especially in romances and epics. However, in both Spanish and French, demonstratives show an even wider range in modern literature. Examples of the demonstrative in literary styles are given. (DS)

ED 046 274

Martinez Ruiz, Juan

Cautivos Precervantinos, Cara y Cruz del Cautiverio (Pre-Cervantine Captives and the Condition of Their Captivity).

Pub Date Dec 67

Note—54p.

Journal Cit—Revista de Filologia Espanola; v50 n1-4 p203-256 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Characterization (Literature), Drama, *Fiction, Historical Criticism, History, Literary Criticism, Literary Styles, Narration, *Novels, Parody, Realism, *Sixteenth Century Literature, *Spanish Literature

Identifiers—*Cervantes Saavedra (Miguel de), Don Quijote

Miguel de Cervantes' capture by the Turks and his imprisonment in Argel (Morocco) during the Battle of Lepanto in the sixteenth century have been studied by literary critics who have endeavored to determine fiction and reality in certain episodes of "Don Quijote" and in the drama, "Los banos de Argel". Twelve documents published here provide background data on Spanish prisoners held captive in Tetuan, Argel, and Velez. From the testimony presented and the similarities suggested, it is apparent that Cervantes drew his inspiration from real life experience. The linguistic, lexical, and idiomatic aspects of the documents are scrutinized to understand Cervantes' aesthetics. An abundance of information is offered on the prisoners including their dress, manners, speech, manner of capture, and the desolation, anguish and misery experienced. In addition to the actual documents, the appendix also includes a glossary of key words appearing in the texts. (DS)

ED 046 275

Hernandez Alonso, Cesar

El "Que" Espanol (The "Que" in Spanish).

Pub Date Dec 67

Note—15p.

Journal Cit—Revista de Filologia Espanola; v50 n1-4 p257-271 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case (Grammar), Form Classes (Languages), *Grammar, *Language Instruction, Language Styles, Language Usage, *Pronouns, *Spanish, *Syntax

The word "que" is used in Spanish both as a relative pronoun and as a conjunction. As a relative pronoun it can be singular, plural, masculine, feminine, neuter, indefinite, or variable and can by its use in modifying persons and objects serve as a subject or a complement. The relative "que" can precede articles and prepositions. As a conjunction, "que" usually has a neuter antecedent and unlike the relative "que", the conjunction has no syntactic function. When used as an interrogative, "que" appears with a formal accent as "que". As a conjunction, "que" is used copulatively, distributively, adversatively, concessively, comparatively, and consecutively. (DS)

ED 046 276

Page, B. W. And Others

Examining Modern Languages.

Centre for Information on Language Teaching, London (England).

Report No—CILT-4

Pub Date Aug 70

Note—78p.; CILT Reports and Papers 4, Abridged proceedings of a conference held March 19-20, 1970, London, England

Available from—Centre for Information on Language Teaching, State House, 63 High Holborn, London WC1R 4TN, England (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Comparative Analysis, Comparative Testing, Conference Reports, English (Second Language), *Instructional Program Divisions, Language Proficiency, Language Research, Language Skills, *Lan-

guage Tests, *Modern Languages, Objective Tests, Second Language Learning, *Standardized Tests, Student Testing, Testing, *Testing Programs

Identifiers—*England

The state of the art of language testing in England is examined through the conference proceedings presented in this text. The nine chapters, written by individual authors, include discussion of the General Certificate of Education examinations, nonschool examinations, oral tests, research by examining boards, continuous assessment, and examinations in English as a foreign language. Appendixes contain information on current research in Britain, a select bibliography, and a list of conference participants. (RL)

ED 046 277

Valette, Rebecca M.

Teaching for Mastery: The Role of Classroom Testing.

Washington Association of Foreign Language Teachers, Pullman.

Pub Date May 70

Note—6p.

Journal Cit—The Forum; v2 n2 p17-22 May 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Cognitive Tests, Group Tests, Instructional Program Divisions, *Language Instruction, *Modern Languages, Objective Tests, Performance Factors, Performance Tests, Standardized Tests, *Student Motivation, Student Testing, Success Factors, Teacher Evaluation, *Teacher Improvement, Teacher Motivation, *Testing, Testing Programs, Test Validity

Positive approaches to increase student achievement in language classes focus on the potential influence of norm-referenced and criterion-referenced tests. The author cites instances to prove that teacher efficiency increases when teachers are held responsible for student achievement. Discussion of success factors relates testing practices directly to student and teacher motivation. (RL)

ED 046 278

O'Connell, Raymond S.

[Union-Endicott Schools: Foreign Language Program.]

Union-Endicott Central School District 1, Endicott, N.Y.

Pub Date [70]

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classical Languages, *Course Descriptions, Course Objectives, French, German, *Language Instruction, Language Learning Levels, Language Programs, Latin, *Modern Languages, Program Content, *Program Development, *Secondary Schools, Spanish, Student Evaluation, Student Motivation, Teaching Methods

This brochure describing language programs to both parents and prospective high school language students in Endicott, New York focuses on developing student motivation and interest. Topics discussed include: (1) reasons for studying foreign language, (2) stages of foreign language learning, (3) course offerings, (4) homework, and (5) examinations. Brief descriptions of French, Latin, Spanish, and German courses are included. (RL)

ED 046 279

Williams, R. D.

Virgil.

Joint Association of Classical Teachers, Oxford (England).

Pub Date 67

Note—45p.; Greece and Rome: New Surveys in the Classics No. 1

Available from—Joint Association of Classical Teachers, Dept. of Educ., The University, Sheffield 10, England (\$5.75)

Document Not Available from EDRS.

Descriptors—*Classical Literature, Epics, *Latin, Latin Literature, Legends, *Literary Analysis, *Literary Criticism, Literature Reviews, *Poetry, Textual Criticism, Versification

Identifiers—*Virgil (Publius Vergilius Maro)

A broad literary evaluation of the poet's major achievements, based on a selective consideration of recent critical studies, is presented in this booklet. An approach is developed in the analysis of the "Eclogues" as poems, the "Georgics", and

the "Aeneid" which considers the underlying significance, moral values, and "tensions" between behavior and human environment in terms of recurrent imagery and symbolism, thematic connection, and continuity or opposition of tone. (RL)

ED 046 280 FL 002 053

Douglas, A. E.
Cicero.

Joint Association of Classical Teachers, Oxford (England).

Pub Date 68

Note—41p.; Greece and Rome: New Surveys in the Classics No. 2

Available from—Joint Association of Classical Teachers, Dept. of Education, The University, Sheffield 10, England (\$75)

Document Not Available from EDRS.

Descriptors—*Ancient History, *Classical Literature, History, *Latin, *Latin Literature, Letters (Correspondence), *Literary Criticism, Literature Reviews, Philosophy, Political Issues, Rhetoric, Speeches, Textual Criticism

Identifiers—*Cicero (Marcus Tullius)

Recent developments and the present state of scholarship in Ciceronian studies are surveyed in this booklet. Roman history and literature are reflected in discussion of the speeches, letters, philosophical and rhetorical writings, and political involvement of Cicero. Nineteenth-century literary criticism of Cicero is largely rejected in this survey in favor of a more positive and unified approach. (RL)

ED 046 281 FL 002 059

Johnston, Robert A.
Language Education: A Unitary Experience.

Virginia Modern Foreign Language Association.

Pub Date 30 Oct 70

Note—31p.; Speech presented at the Modern Foreign Language Association of Virginia Conference, Richmond, Va., October 30, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Aptitude Tests, *College Freshmen, College Students, Educational Trends, Evaluation Criteria, *Grades (Scholastic), *Language Instruction, Language Proficiency, Language Tests, *Modern Languages, National Competency Tests, Objective Tests, Performance Criteria, Secondary Schools, Second Language Learning, *Standardized Tests, Student Motivation

This address evaluates standardized language test results of students at the College of William and Mary in terms of their class grades and continuity of enrollment in language programs. Implications of the Scholastic Achievement Test (SAT) and the College Entrance Examination Board (CEEB) test scores reflecting actual linguistic proficiency and secondary school training are examined extensively. Reasons for studying foreign languages are discussed with emphasis on recent trends in enrollment, particularly the dropout rate at the college level, throughout the country. Tables of comparative test scores and correlative final grade averages are included. (RL)

ED 046 282 FL 002 060

Goodyear, F. R. D.

Tacitus.

Joint Association of Classical Teachers, Oxford (England).

Pub Date 70

Note—44p.; Greece and Rome: New Surveys in the Classics No. 4

Available from—Joint Association of Classical Teachers, Dept. of Education, The University, Sheffield 10, England (\$75)

Document Not Available from EDRS.

Descriptors—*Ancient History, Classical Languages, Classical Literature, Language Styles, *Latin, *Latin Literature, *Literary Analysis, *Literary Styles, Literature Reviews, Textual Criticism

Identifiers—*Tacitus (Cornelius)

As a controversial figure in classical studies, "Tacitus the historian" and "Tacitus the stylist" are pictured in a personal synthesis of new approaches to Tacitean scholarship. The literary character and purpose of the "Agricola" and "Germanica" are discussed prior to an examination of Tacitus' views on the decline of oratory in the "Dialogus". The "Histories" and "Annals", covering the years 69 to 96 A.D., are examined from the point of view of structure and date. A

final section on the language and style of Tacitus concludes the work. (RL)

ED 046 283 FL 002 061

Hainsworth, J. B.

Homer.

Joint Association of Classical Teachers, Oxford (England).

Pub Date 69

Note—44p.; Greece and Rome: New Surveys in the Classics No. 3

Available from—Joint Association of Classical Teachers, Dept. of Education, The University, Sheffield 10, England (\$75)

Document Not Available from EDRS.

Descriptors—Classical Languages, Classical Literature, Content Analysis, Cultural Background, *Epics, *Greek Literature, *Literary Analysis, Literary Criticism, Literary Styles, Literature, *Oral Communication, *Poetry, Poets, Textual Criticism

Identifiers—*Homer, Iliad, Odyssey
The problem of understanding oral poetics, or oral traditional poetry, is examined in this survey of contemporary Homeric scholarship in England. The Homeric problem, as it is reflected in both the "Iliad" and the "Odyssey", is considered in four key areas, including: (1) the poetic text, (2) comparative methodology, (3) the craft of the poet, and (4) the art of oral composition. Commentary is limited to observations on the background of the poems, the culture, and sociological information relevant to the two epic poems. (RL)

ED 046 284 FL 002 063

Kelly, Louis G.

25 Centuries of Language Teaching.

Pub Date 69

Note—474p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Mass. 01969 (\$10.75)

Document Not Available from EDRS.

Descriptors—*Area Studies, Articulation (Program), Classical Languages, Curriculum Development, *Educational History, Educational Psychology, Grammar, Instructional Media, *Language Instruction, Linguistics, Modern Languages, Pronunciation, Reading, *Second Language Learning, Semantics, Speech, *Teaching Methods, Writing

A comprehensive account of the origin and development of the basic contributions to the field of language instruction is thematically developed in this text. Major sections treat: (1) methodology, including the teaching of meaning, grammar, and pronunciation; (2) linguistic habit formation concerning speech, reading, and writing; (3) curriculum development; (4) articulation; (5) instructional media; (6) psychology, linguistics, and language teaching; and (7) the effect of language teaching theories on the public and the teaching profession. Numerous illustrations, a bibliography, and a subject and author index are provided. (RL)

ED 046 285 FL 002 068

Hulet, Claude L. And Others

Teacher Training Practices in Foreign Language Instruction.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, Inservice Teacher Education, Instructional Program Divisions, *Language Instruction, *Language Teachers, Modern Languages, Preservice Education, Secondary School Teachers, Second Language Learning, *State Surveys, *Teacher Attitudes, *Teacher Education, Teaching Methods, Universities

This survey of teacher training programs and teacher attitudes, made in the fall of 1969, considers two broad areas of interest. One part was prepared to obtain information regarding foreign language teacher training programs and practices at colleges and universities in California. An opinionnaire, completed by 934 California language teachers, deals with professional courses and inservice work that the teachers had taken and their attitudes toward that training. Appendixes contain information on: (1) the survey, (2) participating schools, (3) questionnaire on the

preparation of foreign language teachers, and (4) biographical data. Tables on courses, programs, methods, course evaluation, and inservice programs are included. (RL)

ED 046 286 FL 002 069

Rassias, John A.

New Dimensions in Language Training: The Dartmouth College Experiment.

Peace Corps (Dept. of State), Washington, D.C.

Spons Agency—Department of State, Washington, D.C.

Pub Date Feb 70

Note—12p.; Peace Corps Faculty Paper No. 6

Available from—Peace Corps, Office of Program Development, Evaluation and Research, Editor, Faculty Papers, Washington, D.C. 20525

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Language Programs, Colleges, *Intensive Language Courses, Language Experience Approach, *Language Instruction, Language Programs, *Modern Languages, Program Development, *Program Evaluation, Teacher Education, Teaching Methods, Universities

Identifiers—*Peace Corps

The expanded foreign study and foreign language programs offered at Dartmouth are examined with emphasis on the influence of Peace Corps language programs during the last half-dozen years on American college campuses. The impact of the programs at Dartmouth since 1964 is discussed in terms of: (1) a brief history of language instruction at Dartmouth, (2) a Peace Corps language model in the curriculum, (3) program evaluation, (4) the language dormitory, and (5) the in-country laboratory. (RL)

ED 046 287 FL 002 070

Smith, Gordon E., Comp.

Russian Language Materials for Senior/Elementary and Secondary Schools: An Annotated Bibliography.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Jan 71

Note—8p.

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Atlases, Dictionaries, Grammar, *Instructional Materials, Junior High Schools, *Language Instruction, Maps, Modern Languages, Phonology, Reference Books, *Russian, Russian Literature, *Secondary Schools, Textbooks, World Literature

Some 30 works in English or Russian are listed in this annotated bibliography compiled for teachers of Russian in Canadian schools. Entries are classified as basic or supplementary materials and include: (1) dictionaries, (2) atlases, (3) phonological and grammatical references, (4) integrated and textbook courses, and (5) miscellaneous works. Bibliographical data concerning the works include a list of Canadian distributors and purchase prices. (RL)

ED 046 288 FL 002 072

Valdman, Albert, Ed.

The French Language in the Americas.

Modern Language Association of America, New York, N.Y.

Spons Agency—Indiana Univ., Bloomington.

Report No.—Bull-14

Pub Date Dec 70

Note—53p.; Papers presented at the annual meeting of the Modern Language Association of America on December 30, 1969 in Denver, Colorado and on December 29, 1970 in New York, N.Y.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Creoles, English, *French, *Haitian Creole, Language Development, *Language Patterns, Language Research, Language Usage, Meetings, Social Dialects, *Sociocultural Patterns, Speeches, Standard Spoken Usage

Identifiers—Ducharme (Rejean), Quebec

The annual bulletin of the French 8 section of the Annual Meeting of the Modern Language Association of America is presented with the texts of papers read at both the 1969 and 1970 sessions. The 1970 papers, in French, include Jean Louis Darbelnet's "Etude Sociolinguistique des contacts entre l'Anglais et le Français au Canada et en Nouvelle-Angleterre" and "Les Problemes

de contact entre le Français et le Créole en Haïti" by Jacques Zephyr. Texts of the 1969 presentations include Jacques Cotnam's "Nationalisme et littérature: le cas du Québec" and Cecile Cloutier-Wojciechowska's "Le Poétique de Rejean Ducharme." Introductory notes by the 1970 group leader, Professor Albert Valdman, examine the rationale behind changes in the format of the section meetings. (RL)

ED 046 289 FL 002 075

Walsh, Donald Devenish, Ed.
A Handbook for Teachers of Spanish and Portuguese.

Pub Date 69

Note—338p.

Available from—D.C. Heath and Company, 285 Columbus Ave., Boston, Mass. 02116 (\$5.50)

Document Not Available from EDRS.

Descriptors—Anthologies, Educational Methods, Instructional Materials, Instructional Program Divisions, *Language Instruction, Language Tests, Linguistics, Literature, Modern Languages, *Portuguese, Romance Languages, Second Language Learning, *Spanish, Spanish Culture, Teacher Associations, Teacher Education, Teaching Guides, *Teaching Methods. Teachers of Spanish and Portuguese will find varied information in 27 articles related to their profession. Articles pertain to the following general categories: (1) language learning theory, (2) teacher education, (3) teaching methodology, (4) program articulation, (5) student evaluation, (6) instructional materials, and (7) professional associations. A section called "What's What for Hispanists" serves as a glossary of terms essential to the teacher. An index and a select bibliography are provided. (RL)

ED 046 290 FL 002 076

Mathieu, G. Bording

Testing Procedures for Pattern Practice: A Self-Test.

American Association of Teachers of German.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date 68

Note—8p.

Journal Cit—Unterrichtspraxis; v1 n1 p46-53

1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, German, *Instructional Program Divisions, *Language Instruction, *Modern Languages, *Pattern Drills (Language), Patterned Responses, Second Language Learning, Sentence Structure, Structural Analysis, Structural Grammar, Structural Linguistics, Substitution Drills, Syntax, *Teaching Methods.

Teachers are urged to improve their teaching through the effective use of pattern drills by examining the construction and function of the drills. Forty-eight questions with answers elaborate upon generalities and technicalities of drill design and their classroom use. (RL)

ED 046 291 FL 002 079

Wolfe, David Edwin

A Study to Determine the Feasibility of Including the Direct Experiences of Microteaching and Team Teaching, and Interaction Analysis Training in the Pre-Service Training of Foreign Language Teachers.

Pub Date 70

Note—143p.; Ph.D. dissertation

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classroom Observation Techniques, Group Behavior, Instructional Program Divisions, *Interaction Process Analysis, *Language Instruction, Methods Research, Methods Teachers, *Microteaching, *Modern Languages, Performance Criteria, Program Effectiveness, Second Language Learning, Student Teaching, Teacher Attitudes, *Teacher Education, Teacher Educator Education, Teacher Programs, Team Teaching.

This study examines potentially significant factors in the training of foreign language teachers. Remarks on microteaching and interaction analysis precede a review and analysis of related literature. Included in this section are the Stanford University Summer Intern Program, Amidon's model of microteaching and interaction analysis, and microteaching in foreign languages at Brigham Young University. A section on research design and experimental procedures used in this study leads to a review of data derived from a

methods and a student-teaching course. Results are summarized in terms of implications for teacher training institutions, schools, and further research. Appendixes contain: (1) a teacher attitude survey form, (2) an anxiety and ability scale, (3) a student rating scale, (4) a teacher-performance-centered criteria evaluation form, (5) a classroom observation sheet, and (6) a sample microteaching unit for a first-year Spanish class. An extensive bibliography concludes the report. (RL)

ED 046 292 FL 002 082

Scott, Reid

Cultural Understanding: Spanish Level 1.

Alameda County School Dept., Hayward, Calif.

Pub Date 69

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cross Cultural Studies, Cultural Awareness, Cultural Background, *Cultural Education, Cultural Images, Cultural Traits, *Instructional Materials, Instructional Program Divisions, *Language Instruction, Latin American Culture, Modern Languages, Secondary Schools, *Spanish, Study Guides, Supplementary Reading Materials, *Teaching Methods, Teaching Techniques.

The teacher's attention is focused on selected elements of Spanish culture which may be taught integrally with instructional materials found in the first-year Spanish texts "Entender y Hablar", "La Familia Fernandez", and "A-LM Spanish, Level One". Items are cross-referenced for 42 cultural concepts ranging from nicknames to streets, roads, and highways. The role of culture in foreign language teaching is elaborated with commentary on cultural phenomena and teaching methodology. Extensive linguistic examples and illustrations accompany discussion of each of the particular cultural concepts. The booklet serves as a supplement to traditional Spanish texts at all levels. (RL)

ED 046 293 FL 002 083

Glaude, Paul M.

Foreign Language Instruction in New York State for the 1970's: Techniques, Materials, Equipment.

New York State Education Dept., Albany; New

York State Univ. System, Albany.

Pub Date 17 Nov 70

Note—15p.; Memo to foreign language teachers,

guidance counselors, and administrators

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Autoinstructional Aids, *Educational Innovation, Flexible Scheduling, Individual Development, Instructional Improvement, *Instructional Program Divisions, *Language Instruction, *Modern Languages, Program Development, Programed Instruction, Second Language Learning, Self Actualization, Self Directed Classrooms, Self Help Programs, Teaching Methods, Teaching Techniques.

This projection of trends in language instruction in the State of New York features a reoriented audiolingual teaching methodology stressing the significance of programed self-instruction with modified educational objectives and goals. Prominent in the discussion are concepts relating to: (1) the teacher as manager of instruction, (2) improvement in the techniques used in instruction, (3) "transfer" versus "drill" activities, (4) flexible curriculums and modular scheduling, (5) the student-centered curriculum, and (6) the development of self-instructional programs. The views represented in this paper are largely derived from papers given at the third Advisory Panel meeting sponsored by the Bureau of Foreign Languages Education of the State Education Department of New York. (RL)

ED 046 294 FL 002 084

Arrive, Michel Chevalier, Jean-Claude

La Grammaire: Lectures (Grammar: Readings).

Pub Date 70

Note—321p.; Initiation à la linguistique: Serie A3

Available from—Librairie Klincksieck, 11 Rue de

Lille, Paris 7e, France (\$6.50)

Document Not Available from EDRS.

Descriptors—Deep Structure, *Descriptive Linguistics, Discourse Analysis, *French, *Grammar, Historical Reviews, Kernel Sentences, Linguistic Theory, Modern Languages, Negative Forms (Language), Sentence Diagramming, Sentence Structure, Structural Grammar, Surface

Structure, Syntax, *Traditional Grammar, *Transformation Generative Grammar, Transformations (Language), Transformation Theory (Language).

A historical perspective of French grammar is developed in this chronologically arranged reader. Part One includes material on French grammar from the 16th to the 19th century: (1) the "Première Epoque": 1530-1660, (2) the general grammar of Port-Royal, and (3) the "philosophical grammars" treating syntax, sentence structure, and discourse analysis. Part Two focuses on grammar from Saussure to Togeby with separate sections on the writings of Saussure, Brunot, Damourette and Pichon, Guillaume, Gougenheim, Tesnière, and Togeby. An essay on the classification of contemporary grammars introduces the third section, which contains selected writings from Brondal, Greimas, Moignet, Harris, Dubois, E. Bach (the transformationalist view of distribution), R. W. Langacker (description of a minimal, simple sentence), Gross ("Une Transformation d'effacement"), and Benveniste. A bibliography and indexes of names and works, and words and basic concepts are included. For companion documents in this series see ED 041 504, ED 041 505, and ED 041 506. (RL)

ED 046 295 FL 002 085

Offenberg, Robert M.

Let's Be Amigos: Title VII Bilingual Project.

Evaluation of the First Year, 1969-1970.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Report No.—R-7139

Pub Date Sep 70

Grant—OEG-0-9-480089-3503-280

Note—134p.

Available from—Director, Division of Instructional Research & Development, School District of Philadelphia, Philadelphia, Pa.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Academic Performance, Biculturalism, *Bilingual Education, Bilingual Schools, Bilingual Students, Educational Research, Elementary Schools, English, Evaluation Criteria, Language Instruction, Language Programs, *Modern Languages, *Program Descriptions, Program Effectiveness, *Program Evaluation, Secondary Schools, *Spanish, Spanish Speaking. This study assesses the implementation of the "Let's Be Amigos" program for Spanish- and English-speaking students during its first year. The program, operating in Philadelphia at the elementary and secondary school levels, is described in terms of instructional objectives, evaluation criteria and procedures, student performance, teacher perceptions of student behavior, reading and writing skills of first-grade students, and the continuing-education-in-Spanish program. Commentary on a summer institute (1969) for training teachers in bilingual education programs concludes the report. Statistical data, linguistic examples, and graphs are used extensively. (RL)

ED 046 296 FL 002 086

Kelly, John R.

Portuguese and the Computer: "uma bossa nova".

Pub Date Dec 69

Note—15p.; Paper presented at the meeting of the Linguistic Society of America, Chicago, Illinois, December 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Character Recognition, *Computer Oriented Programs, *Computers, Computer Science, Educational Technology, Information Processing, *Language Classification, Language Patterns, Language Research, Literary Analysis, Literature Reviews, *Luso Brazilian Culture, Optical Scanners, *Portuguese, Romance Languages, Word Lists.

This paper describes the process of preparing a computer study of Brazilian Portuguese literary texts to be used both in teaching and in the preparation of a reference text. Procedural difficulties encountered in the project point out the potential and limitations of computerized research in literary studies. Seven possible areas for computer applications are outlined with reference to specialized texts for further study. These include the preparation of word lists, bibliographical lists, and concordances; linguistic and content analyses; attribution studies; and critical editions. (RL)

ED 046 297 FL 002 087

Dunham, L. L.

The Relevance of Literature.

Virginia Modern Foreign Language Association.

Pub Date Jan 71

Note—5p.; Speech delivered at the State Dept. of

Educ. FL Conf., Roanoke, Virginia, Oct 1970

Journal Cit—Bulletin of the Modern Foreign Language Association of Virginia; v27 n2 p18-22

Jan 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Foreign Culture, Humanism, Humanities, Individual Development, Instructional Program Divisions, *Language Instruction, *Literature Appreciation, *Modern Languages, *Relevance (Education), Speeches, Student Motivation, Student Needs

The "legacy" of the humanities is discussed in terms of relevance, involvement, and other philosophical considerations. Reasons for studying foreign literature in language classes are developed in the article. Comment is also made on attitudes and ideas culled from the writings of Clifton Fadiman, Jean Paul Sartre, and James Baldwin. (RL)

ED 046 298 FL 002 088

Italian: Grades 11, 12, and 13.

Ontario Dept. of Education, Toronto.

Report No.—S-15D

Pub Date 68

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Educational Objectives, High Schools, *Instructional Materials, *Italian, *Language Instruction, Modern Languages, Phonology, Reading Programs, *Secondary Education, Syntax, Teaching Methods, Vocabulary Development

This outline of course objectives and teaching methods used in Ontario school systems is based on the fundamental skills method. Instructional objectives for secondary school programs are listed with linguistic examples in five areas. Included are: (1) phonology, (2) morphology, (3) syntax, (4) vocabulary topics, and (5) reading programs. A section on reference materials presents information on books, periodicals, and other instructional equipment and materials. (RL)

ED 046 299 FL 002 089

Instructional Methods in German (IMG).

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Spons Agency—Swedish National Board of Education, Stockholm.

Pub Date Jun 70

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Methods, Educational Objectives, *Educational Research, Educational Strategies, *German, Instructional Materials, Instructional Program Divisions, *International Education, *Language Instruction, Modern Languages, *Program Development, Research Projects, Surveys, Teaching Methods

Identifiers—*Sweden

This project report outlines a continuing investigation (1965-73) into the teaching of German in Swedish public schools and steps taken toward the compilation and construction of teaching materials for use in introductory courses. The work is reviewed following four principal phases of completed project research and development: (1) analysis of the educational conditions: aims, pupils, and material analyses; (2) educational process analysis and experiments in teaching methods; (3) educational product analysis with tests of various kinds; and (4) production of teaching materials in accordance with the results obtained in phases 1-3. Objectives and procedures are subclassified and include references to basic Swedish texts. (RL)

ED 046 300 FL 002 090

Guerra, Emilio L.

Training Teachers for Spanish-Speaking Children on the Mainland.

Pub Date Oct 70

Note—13p.; Address delivered at the Conference on the Education of Puerto Rican Children on the Mainland, San Juan, Puerto Rico, October 18-21, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingual Schools, Bilingual Students, Bilingual Teachers,

Instructional Program Divisions, *Language Instruction, Modern Languages, Multilingualism, *Non English Speaking, Second Languages, *Spanish Speaking, Teacher Certification, Teacher Characteristics, *Teacher Education

An increase in the number of bilingual schools has led to a greater need for properly qualified and adequately trained teachers of school children of Hispanic heritage from non-English speaking homes. Characteristics of a good bilingual program are explored in this paper with occasional reference to writings of Andersson and Boyer, Fishman, and Mackey. The Dade County (Florida) program is cited for the progress it has achieved in bilingual education during the last decade. Implications for teacher training focus on: (1) language and linguistics, (2) curriculum and methods, (3) intercultural understanding, (4) evaluation and research, and (5) special program needs. (RL)

ED 046 301 FL 002 092

Education in France: Number 41.

French Embassy, New York, N.Y. French Cultural Services.

Pub Date [71]

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care Workers, *Educational History, Educational Philosophy, Educational Theories, Educational Trends, *Elementary Education, Elementary Schools, Elementary School Students, Elementary School Teachers, *French, *International Education, Kindergarten, Nursery Schools, *Preschool Education, Primary Education, Public Schools, Teacher Qualifications, Teacher Role, Teaching Methods

Identifiers—*France

The history and modernization of the French nursery and elementary schools are the focal points of this review of educational trends in France. One major section discussed the "Ecole Maternelle", kindergarten, nursery schools, the "Jardin d'Enfants", and new math. Another section treats: (1) "Les Ecoles Primaires", (2) village schools, (3) the school teacher, (4) the French "laïcité", (5) "instituteurs" of the Third Republic, (6) the museum and school at Bourges, and (7) the Freinet school. A bibliography and summary of theses defended at the Sorbonne are provided. (RL)

ED 046 302 FL 002 093

Sackett, Theodore Alan

The Place of Culture in Foreign Language Instruction: A Practical View.

Pub Date Dec 70

Note—5p.

Journal Cit—Bulletin of the Rocky Mountain Modern Language Association; v24 n4 p177-181 Dec 1970

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Classical Languages, College Programs, College Role, Cultural Awareness, *Cultural Education, Cultural Enrichment, Culture, Curriculum Design, Curriculum Planning, Educational Needs, *Educational Objectives, Foreign Culture, *Language Instruction, *Literature, *Modern Languages, Student Needs

Commentary on the relationship of culture study and language instruction focuses on: (1) educational goals of current language programs, (2) the relationship between language study and university structure, and (3) observations concerning instructional personnel. The author concludes by urging a realistic appraisal of goals and institutional situations which require, he suggests, greater emphasis on language and extra-literary culture studies. (RL)

ED 046 303 FL 002 094

Wirtz, Dorothy

Liberal Arts Language Requirement: Theory and Practice.

Pub Date Dec 70

Note—8p.

Journal Cit—Bulletin of the Rocky Mountain Modern Language Assn.; v24 n4 p182-189 Dec 1970

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—College Admission, *Colleges, Core Courses, Curriculum Development, Curriculum Evaluation, *Degree Requirements, Educa-

tional Development, Educational Improvement, Flexible Scheduling, Graduation Requirements, Instructional Program Divisions, Language Instruction, *Liberal Arts, *Modern Languages, Program Evaluation, *Relevance (Education), Student Motivation, Teaching Methods

Reasons favoring the maintenance of foreign language requirements in public schools and colleges are developed in this essay in terms of international understanding and practical application of the second language. Five goals and accomplishments of current programs are examined in an attempt to determine whether recent linguistic methods produce results which justify the language requirement. Some discussion of motivation, methodology, and flexible scheduling is included. (RL)

ED 046 304 48 FL 002 096

Awards for Modern Foreign Language and Area Study: 1971-72.

Department of Health, Education, and Welfare, Washington, D.C.; Institute of International Studies (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OE-55034-72

Pub Date 71

Note—27p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO HE-5:55034-72, \$25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Area Studies, Educational Finance, *Fellowships, Foreign Culture, Graduate Study, Language Instruction, *Modern Languages, Program Administration, *Program Descriptions, Scholarship Funds, Scholarships, Second Language Learning, Tuition Grants, *Uncommonly Taught Languages

U.S. Office of Education programs in foreign language, area studies, and world affairs are furthered through the National Defense Foreign Language Fellowship (NDFFL) program described in this booklet. The 1971-72 program and awards are discussed in terms of: (1) fiscal constraints, (2) program administration, (3) graduate fellowships, (4) languages approved for graduate fellowships in modern foreign languages by world area, and (5) award quotas at American institutions for graduate fellowships in modern foreign languages. Information concerning graduate fellowships covers eligibility requirements, preferred qualifications, additional requirements for federal employees, financial provisions, conditions for study outside the United States, and application procedures. (RL)

ED 046 305 FL 002 098

Nason, Gerald, Ed.

Teaching Modern Languages.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Nov 63

Note—183p.; Report of a seminar held November 21-23, 1963 in Ottawa, Canada

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, Educational Improvement, Instructional Materials, Instructional Program Divisions, International Education, *Language Instruction, *Language Programs, *Modern Languages, *Program Development, Programed Instruction, Program Evaluation, Second Language Learning, Tables (Data), Teacher Education, Teaching Methods

A review of a three-day conference on language teaching policies, methods, instructional materials, and teacher training in Canada is presented in this report. Articles and commentary focus on: (1) Canada's needs in language teaching, (2) language programs in the United Kingdom, United States, and the Soviet Union, (3) research in teaching methodology, (4) applied linguistics, and (5) the language laboratory, programed instruction, and television. Observations concerning the Ottawa, St. Cloud, and Tan Gau methods demonstrated at the conference are noted. Suggestions to improve language programs in specific areas are summarized. A final section on programs in Canadian schools includes tables on enrollment, language offerings, requirements, scheduling, teacher certification, and methods. A list of participants and observers concludes the report. (RL)

ED 046 306 24 FL 002 099

Van Asselt, Jan
Music as an Aid to Teaching German in the Elementary Schools. Final Report.
 McPherson Coll., Kans.

Spons Agency—Office of Education (DHEW),
 Washington, D.C. Bureau of Research.
 Bureau No—BR-9-F-058
 Pub Date 17 Dec 70

Grant—OEG-6-9-009058-0071-509

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Education, *Fles, Fles Materials, *Fles Programs, *German, Grade 3, Language Development, *Language Instruction, Language Research, Language Rhythm, Language Tests, Language Usage, Linguistic Performance, Methods Research, Modern Languages, *Music, Second Language Learning, Vocal Music

This study investigates the influence of rhyme, rhythm, and melody of songs and poems on third grade students of German. Basic objectives examined in this report consider: (1) the practicality of songs with simple vocabulary, structure, and music to use as the core of materials to teach German; (2) problems in the development of linguistic materials to be used for conversation, reading, and writing; (3) whether the principles of Kodaly can be used to teach FLES more effectively; (4) project materials in comparison with other FLES materials used in the classroom; and (5) through testing, the influence of reading and writing on the pronunciation of those in the experimental class as compared to those in the control class in which reading and writing were not introduced. This report discusses experimental methods and materials used, testing results, and conclusions and recommendations. Appendixes contain data from test results, sample tests, and representative classroom materials. A bibliography is included. (RL)

ED 046 307 FL 002 100

Ladu, Tora. And Others

Modern Foreign Languages: A Four-Year Program [and] a Six-Year Program.

North Carolina State Board of Education,
 Raleigh. Dept. of Public Instruction.

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), Cultural Education, Individualized Instruction, *Language Instruction, Language Laboratories, *Language Learning Levels, Language Programs, Language Skills, Language Tests, Listening Comprehension, *Modern Languages, Program Guides, Scheduling, Speech Skills, *Teaching Guides, Teaching Methods, Test Construction

Four- and six-year language programs emphasizing the development of listening comprehension, speaking, reading, writing, and cultural understanding are outlined in this guide. Major sections cover guiding principles in the development of the foreign language curriculum, teaching techniques, and evaluation. Subclassified materials include coverage of: (1) new approaches to scheduling, (2) distribution of class time, (3) individualized instruction, (4) language laboratory, (5) construction procedures for tests and quizzes, (6) test types and techniques, and (7) standardized achievement and aptitude tests. Appendixes contain commentary on vocational opportunities and a list of references cited in the bulletin. For a companion document see ED 035 335. (RL)

ED 046 308 FL 002 101

Mueller, Klaus A.

Aspects in Training and Supervising College Teachers of Foreign Languages.

Pub Date [28 Nov 70]

Note—10p.; Paper presented at the 4th Annual Meeting of the American Council on the Teaching of Foreign Languages, Los Angeles, California, November 28, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Observation Techniques, Departments, *German, Graduate Students, *Language Instruction, Methods Courses, Methods Teachers, Microteaching, Modern Languages, *Preservice Education, *Teacher Education, Teacher Educator Education, *Teaching Assistants, Teaching Methods, Training Techniques, Universities

The teacher training program for teaching assistants (TA's) in the German department at the University of California at Berkeley is described in this paper. Problems common to both university and department are examined. The training program at the university is outlined in several areas including: (1) use of demonstration films, (2) class visits, (3) methods course, (4) micro-lesson teaching, (5) the group leader program, and (6) other features. A list of topics for discussion in the methods course concludes the report. (RL)

ED 046 309 FL 002 102

Rothfarb, Sylvia H.

Second Language Learning in Bilingual Communities.

Pub Date Dec 70

Note—8p.; Paper presented at the annual meeting of the American Association of Teachers of Spanish and Portuguese, San Francisco, Calif., December 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingual Students, Cultural Awareness, *Cultural Pluralism, Culture Contact, Dialects, Educational Policy, English (Second Language), Instructional Program Divisions, *Language Development, Language Programs, Minority Groups, *Modern Languages, Second Language Learning, Second Languages, *Spanish Speaking, Speech Habits

Identifiers—Florida, *Miami

Language acquisition in bilingual communities is noted to be fundamentally distinct from other types of second language learning. Discussion centers about the multi-dialectal, bilingual speech community of Miami with respect to educational opportunities afforded the city's ethnic groups. The function and achievement of the Spanish Curricula Center is observed in terms of city-wide bilingual program development. (RL)

ED 046 310 FL 002 103

Lertora, Luis H.

Cultural Concepts for Spanish Classes.

Maryland State Dept. of Education, Baltimore.

Spons Agency—Office of Education (DHEW),
 Washington, D.C.

Pub Date Jul 70

Grant—OEG-9-300108-068

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Background, *Cultural Context, Cultural Factors, Cultural Interrelationships, *Culture, Educational Sociology, Foreign Culture, Instructional Program Divisions, *Language Instruction, Language Programs, Latin American Culture, *Modern Languages, Second Language Learning, Social Characteristics, Sociocultural Patterns, Socioeconomic Background, *Spanish, Student Evaluation, Teaching Methods

This report integrates instructional materials and concepts on the teaching of culture in foreign language classes in three major areas. Part 1 deals with the description of sociocultural concepts of Spanish peoples with emphasis on the basic features of Latin American Culture including: (1) the family, (2) family events, (3) social peculiarities, (4) education, (5) social events, (6) social traits, (7) socioeconomic features, and (8) cultural characteristics. Part 2 is concerned with teaching techniques and contains a number of general principles, suggestions, and ideas for activities which are designed to help the teacher to develop and teach the cultural program. The last section proposes ideas for evaluating the student's appreciation and understanding of the foreign culture. A bibliography is included. (RL)

ED 046 311 FL 002 105

Norton, Mary E., Comp.

A Selective Bibliography on the Teaching of Latin and Greek, 1920-69.

Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Office of Education (DHEW),
 Washington, D.C.

Pub Date 71

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Audiovisual Aids, Bibliographic Citations, *Bibliographies, Classical Languages, Classical Literature, Cultural Education, *Greek, Greek Literature, In-

structional Materials, Instructional Program Divisions, *Language Instruction, *Latin, Latin Literature, Teaching Methods

Twelve major categories of entries published during the last half century in the United States, Canada, and elsewhere (especially England) reflect current trends in classical studies. Articles, studies, reports of research, monographs, books, teaching aids, grammars, dictionaries, bibliographical sources, and reference works related to the teaching of Latin and Greek as well as to classical civilization and culture are included in this bibliography. The major categories cover: (1) linguistics, (2) sociocultural heritage, (3) teaching classical literature, (4) curricular problems and development, (5) values and rationale of the classics, (6) teacher education and qualifications, (7) methods, (8) audiovisual aids and materials, (9) testing, (10) bibliographies, (11) dictionaries, and (12) reference works. Works available through the ERIC system are starred and listed numerically in a separate section. The bibliography, containing 1,943 entries, concludes with an author index. (RL)

ED 046 312 FL 002 106

Ten Eyck, R.

C.A.M.: German Level I.

High Point Regional High School, Sussex, N.J.

Pub Date [70]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, Computer Assisted Instruction, *Computer Oriented Programs, Educational Objectives, *German, Instructional Materials, Instructional Media, Instructional Program Divisions, *Language Instruction, *Language Skills, Linguistic Competence, Modern Languages, Programmed Materials, Secondary Grades, Second Language Learning, *Student Evaluation

The underlying theory of comprehensive achievement monitoring is applied and illustrated in this German I language instruction guide. This computer-oriented approach to individualizing instruction and to student evaluation monitors progress in every basic idea and skill in the language course. Materials used in this course include advice to students on: (1) taking the tests, (2) understanding C.A.M. results, (3) objectives and computer scoring, (4) sample student evaluation reports, (5) sample learning packets for the text "Verstehen und Sprechen", and (6) learning activities packages. Twelve units of instructional materials on developing conversational skills are included. (RL)

ED 046 313 FL 002 108

Lopez Morales, Humberto

El Español de Cuba: Situación bibliográfica (Spanish in Cuba: Bibliographies).

Pub Date Dec 68

Note—27p.

Journal Cit—Revista de Filología Española; v51 n1-4 p111-137 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, *Bibliographies, Booklists, Diachronic Linguistics, Dictionaries, *Instructional Materials, *Language Instruction, Language Research, Literature Reviews, Phonetics, Reference Books, Regional Dialects, *Spanish, Syntax

Identifiers—*Cuba

Analytical and critical commentaries on books about the Spanish language in Cuba are presented here. Bibliographies, dictionaries, glossaries, readers, and linguistic studies are treated, and a selective bibliography of materials is presented. Most of the materials covered are also in M. W. Nichols' "A Bibliographical Guide to Materials on American Spanish," published at Cambridge, Massachusetts in 1941. (DS)

ED 046 314 FL 002 109

Molina Redondo, Jose Andres de

Ideas lingüísticas de Bernardo de Aldrete (The Linguistic Ideas of Bernardo de Aldrete).

Pub Date Dec 68

Note—25p.

Journal Cit—Revista de Filología Española; v51 n1-4 p183-207 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Etymology, Grammar, *Language Instruction, *Latin, Lexicology, *Linguistics, *Linguistic Theory, Medieval Literature, Morphology (Languages), Phonetics, Seventeenth Century Literature, *Spanish, Syntax, Vocabulary

In 1602, Bernardo Jose de Aldrete wrote a book on Spanish linguistics entitled "Del origen de la lengua castellana o romance que hoy se usa en Espana" (The Origin of Castilian Presently Spoken in Spain) in which he explains and defends Castilian against the purist preference for Latin. This article reviews and evaluates Aldrete's linguistic ideas from a modern point of view. The author notes that Aldrete was devoid of any methodology and instead offered isolated descriptions of language as a vehicle of communication. An attempt is made to coordinate the linguistic ideas of the past and to show the grammatical, lexical, and phonetical changes. (DS)

HE

ED 046 315 HE 001 784
Salaries in Higher Education, 1969-70.
 National Education Association, Washington,
 D.C. Research Div.
 Report No.—RR-1970-R6
 Pub Date 70
 Note—95p.

Available from—National Education Association,
 Publications Sales Section, 1201 Sixteenth
 Street, N.W., Washington D.C. 20036 (\$1.50)
EDRS Price MF-\$0.65 HC Not Available from
EDRS.

Descriptors—*Administrative Personnel, Administrative Policy, Colleges, *Faculty, *Higher Education, Junior Colleges, *Salaries, *Statistical Data, Universities

This study, one of a series of biennial surveys conducted by the NEA Research Division, is directed to identifying the status and trends of salaries and related practices among the various types of institutions of higher education during 1969-70. The data is based on the responses of 69.9 percent of the 1,634 institutions that grant the 4-year or higher degree, and 65.9 percent of the 986 2-year institutions that were invited to participate. Chapter I discusses the growth and change in higher education, and the coverage of the study. Chapter II deals with salaries of instructional personnel of 4-year institutions; Chapter III with salary-related policies in colleges and universities; Chapter IV with selected administrative practices in 4-year institutions; Chapter V with summer-session practices in 4-year institutions; Chapter VI with salaries paid to administrative officers in 4-year institutions; and Chapters VII through XI deal with salaries and administrative practices and policies in 2-year institutions. (AF)

ED 046 316 HE 001 820
Communiversity. Proceedings of the 46th Annual Conference of the Association of College Unions International (Denver, Colorado, March 23-26, 1969).

Pub Date 69
 Note—218p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Organization, Conference Reports, *Educational Change, Facilities, *Higher Education, *Minority Groups, *School Community Relationship, *Student Unions

The Proceedings are divided in 6 parts. The first 5 parts present the papers delivered at the conference. They are: (1) the union and society, (2) the union and minorities, (3) the union and change, (4) the union operation, and (5) the union building. Part 6 deals with the business of the Association. (AF)

ED 046 317 HE 001 829
The James Madison College Student Handbook, 1970-71.

Michigan State Univ., East Lansing. James Madison Coll.

Pub Date 70

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Core Curriculum, *Experimental Colleges, Experimental Curriculum, *Higher Education, Interdisciplinary Approach, *Manuals, *Residential Colleges, *Social Sciences, Undergraduate Study

Identifiers—*James Madison College
 James Madison College of Michigan State University provides a 4-year, residentially-based program devoted to the study of major social, economic, and political policy problems. It offers

5 fields of concentration: (1) Ethnic and Religious Intergroup Relations Policy Problems; (2) International Relations Policy Problems; (3) Justice, Morality and Constitutional Democracy Policy Problems; (4) Socio Economic Regulatory and Welfare Policy Problems; and (5) Urban Community Policy Problems. The primary purpose of this Handbook is to assist the students and their advisors in planning individual academic programs. To this end, the Handbook includes detailed information on requirements for graduation, the composition and requirements of the 5 core curricula, and related programs available to students in the College. The Handbook also provides a fairly complete description of the College for use by high school counselors, prospective students, and other units of Michigan State University. This includes an explanation of the nature of the residential colleges, the unique multidisciplinary approach to social science instruction offered by the College, and other features of the College as an experimental program in undergraduate education. (AF)

ED 046 318 HE 001 830
Waines, W. J.

Federal Support of Universities and Colleges of Canada. Financing Higher Education in Canada.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date 70

Note—100p.

Available from—The Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa 4, Canada (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Coordination, Costs, *Educational Finance, Enrollment Projections, *Federal Aid, Federal Programs, *Financial Needs, *Financial Support, *Higher Education, Research Identifiers—*Canada

The purpose of this report is to help the people and governments of Canada face the financial problems of university development over the next decade. The report deals with: (1) enrollment projections of Canada's universities and colleges; (2) projection of operating expenditures; (3) projection of capital expenditures; (4) estimated total expenditures and sources of income; (5) federal support of research in the colleges and universities; (6) rationalization of university activities: achievements and aspirations; and (7) organization at the federal level to coordinate the total research and development effort supported by the federal government. (AF)

ED 046 319 HE 001 839
Upward Bound 1965-1969: A History and Synthesis of Data on the Program in the Office of Economic Opportunity.

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 30 Mar 70

Note—334p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Achievement, College Attendance, *Compensatory Education Programs, *Disadvantaged Youth, Evaluation, Financial Support, *Higher Education, School Holding Power, *Special Programs, *Student Characteristics
Identifiers—*Upward Bound

Chapter I discusses the purpose and rationale for a comprehensive study of the Upward Bound Program and presents the study design and methodology. Chapter II presents a summary of the findings on student characteristics and program achievement and on program administration and other areas, and the recommendations. Chapter III presents the history of the Upward Bound program in the Office of Economic Opportunity. A list of research studies and a synthesis of research findings are presented in Chapter IV. Chapter V discusses student characteristics and indicators of program success such as college enrollment and retention. Chapter VI presents an analysis and findings of field visits. A cost-benefit analysis of the Upward Bound program is provided in Chapter VII. Chapter VIII is a summary of basic Upward Bound issues and suggests needed research and evaluation. And Chapter IX discusses the Upward Bound student in college: the disadvantaged applicant and the application process, and overview of financial aid considera-

tions and unmet needs. Abstracts of previous research, Upward Bound guidelines 1969-70, and a computation of lifetime income are presented in the appendices. (AF)

ED 046 320 HE 001 842

Jewett, Frank I. And Others
The Feasibility of Analytic Models for Academic Planning: A Preliminary Analysis of Seven Quarters of Observations on the "Induced Course Load Matrix."

California State Colleges, Los Angeles.

Pub Date Sep 70

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Courses, *Curriculum Planning, Decision Making, *Higher Education, Management Systems, *Models, *Planning, *Systems Analysis

Identifiers—California, *Humboldt State College
 This paper reports on a project undertaken at Humboldt State College, California, to estimate the coefficients of the so-called "induced course load matrix," perhaps the single most vital component of some models that are being developed to aid administrative planning and decisionmaking in institutions of higher education. Chapter I, the Introduction, discusses some earlier studies in this area. Chapter II discusses the development and logic of the induced course load matrix. Chapter III presents the estimated coefficients, forecasts and variances as evidenced by the project at Humboldt State College. Chapter IV presents the summary, conclusions, and suggestions for further research. The Appendices consist of (1) a description of the College, the data base, and the master file; and (2) a set of the induced course coefficients for 7 quarters of observation. A bibliography concludes the report. (AF)

ED 046 321 HE 001 843

National Merit Scholarship Corporation Annual Report 1969.

National Merit Scholarship Corp., Evanston, Ill.

Pub Date 70

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Able Students, *College Bound Students, Financial Support, *Higher Education, *Negro Students, Private Financial Support, *Scholarships, *Superior Students

Identifiers—*National Merit Scholarship Program
 This report discusses the National Merit Scholarship Program (NMSP) and the National Achievement Scholarship Program (NASP) for 1968-69 in terms of student participation, awards made, and sponsor participation. Two types of Merit scholarships were awarded: scholarships renewable for up to 4 years of college, which are underwritten by sponsors in the Merit Program, and one-time non-renewable \$1,000 scholarships financed by both NMSP and sponsors. The NASP is designed for outstanding black students of whom 233 were awarded a \$1,000 scholarship and 121 were awarded renewable scholarship. The NASP also supports research, including a study of marital plans and educational aspirations of women Scholars and career choices of Negroes and other youth. The report also lists the sponsors of the NMSP programs, the number of participating secondary schools and students by state in 1968-69, the colleges from which Merit and Achievement Scholars have been graduated and present college enrollment of these scholars for 1969-70, and a summary of college majors of the Scholars and semifinalists in the 1969 programs. A financial statement concludes the report. (AF)

ED 046 322 HE 001 884

Minority Student Opportunities in United States Medical Schools, 1970-1971.

Association of American Medical Colleges, Washington, D. C.

Pub Date Oct 70

Note—162p.

Available from—Association of American Medical Colleges, One Dupont Circle, N.W., Washington D.C. 20036 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Admission (School), Enrollment, *Financial Support, *Higher Education, *Medical Schools, Medical Students, *Minority Groups, Special Programs

This report contains the results of a questionnaire sent to 101 medical schools, of whom 98 responded. The information is given for each of

the 98 schools and includes: (1) admission statistics on minority students who applied, were admitted and enrolled in the classes entering September 1969 and 1970 and minority students presently enrolled in 1st, 2nd, 3rd, and 4th year; (2) number of racial minority members on the faculty and administration; (3) admissions procedures for minority applicants and membership on admissions committees of minority group representative; (4) financial considerations for minority group students; and (5) special recruitment or motivational programs for minority students. (AF)

ED 046 323

HE 001 895

Krause, Duane A.

A Study of Work Values as they Relate to Holland's Six Personal Orientations.

Missouri Univ., Columbia. Coll. of Education.

Pub Date 4 May 70

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Majors, *College Students, *Higher Education, *Occupational Choice, Student Attitudes, Values, *Vocational Counseling

On the hypothesis that values have great strength in determining human goal direction, and that man's vocational decisions are in some way an extension of the self, it may be assumed that individuals choosing similar college majors will have similar work values, which differ from individuals choosing different majors. This report describes a research project studying the relationship between work values and college majors, after a brief review of the literature. During the academic year 1969-70, a random sample of 180 males representing Holland's 6 categories of vocational choice (realistic, intellectual, social, conventional, enterprising, and artistic) were administered the Work Values Inventory. The 6 groups varied significantly on 9 of the eighteen values: social welfare, freedom in work, satisfactory supervision, creativity, variety, material esteem, status, family esteem, and religious esteem. The results of the study seem to indicate that vocational counseling should take these differences into account. (AF)

ED 046 324

HE 001 896

Ellison, Priscilla Baum

The Orange Extension Center: An Experiment in Higher Education by Lamar State College of Technology.

Lamar State Coll. of Technology, Beaumont, Tex.

School of Education.

Pub Date May 70

Note—153p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Compensatory Education Programs, *Disadvantaged Youth, Educationally Disadvantaged, Evaluation, *Extension Education, *Higher Education
Lamar State College of Technology opened its first extension center in Orange, Texas, on an experimental basis for the academic year 1969-70. Its curriculum consisted primarily of first-year general education courses, and the emphasis was placed on providing opportunities for educationally disadvantaged youth. Chapter I of this study presents the problem. Chapter II reviews the literature on education for disadvantaged youth, the resulting compensatory programs and practices, and presents a critical evaluation of the results. Chapter III discusses the building facility, instructors, and student body of the Orange Center. Chapter IV reviews the academic achievement of the students during the fall semester based on their semester grade averages. Chapter summaries, a discussion of the disadvantaged students at the Center, and recommendations on how to increase enrollment of disadvantaged students and other topics are included in Chapter V. The questionnaire distributed to the students in the Center, a list of instructors, the class schedule, and information on the educational and occupational background of the parents are included in the appendix. (AF)

ED 046 325

HE 001 897

Ikenberry, Stanley O.

A Profile of Proliferating Institutes. A Study of Selected Characteristics of Institutes and Centers in 51 Land Grant Universities.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Report No.—R-6

Pub Date Nov 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Growth Patterns, *Higher Education, *Land Grant Universities, *Organization, *Research and Development Centers, Surveys

This study reviews some selected characteristics of 907 institutes and centers in 51 Land Grant Universities in each of the 50 states and Puerto Rico. The institutes and centers discussed were all formally identified by specific names and titles in the Research Centers Directory and were established on a permanent basis as separate entities for carrying on continuing research programs. This report considered the number of centers in the universities and relates their number to the quality of the university, and found that institutes and centers usually exist in large, complex, multifunctional institutions oriented toward graduate and research activities. The report also reviews: (1) the growth patterns of the centers, (2) their areas of concentration, and (3) the location of these institutes and centers within the organizational structure of the universities. (AF)

ED 046 326

HE 001 898

Austin, Maricel

Methods for Surveying Opinion among University Students and Faculty.

Washington Univ., Seattle. Bureau of Testing.

Pub Date Nov 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Environment, Effective Teaching, Evaluation, *Higher Education, Institutional Environment, *Measurement Instruments, Student Attitudes, *Student Opinion, Surveys, *Teacher Attitudes

Identifiers—*Washington University (Seattle)

This report reviews: (1) instruments for measuring student perceptions of college; (2) inventories of college characteristics; (3) institutional self-studies; (4) instruments for measuring faculty perceptions of the college environment; and (5) studies on teaching evaluation. The report also contains the results of several surveys of faculty and student opinion undertaken at the University of Washington in Seattle. (AF)

ED 046 327

HE 001 901

Educational Research in Quebec: Resources, Problems, and Prospects 1968/69.

Quebec Inst. of Research in Education, Montreal.

Pub Date Sep 70

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Attitudes, *Educational Research, Educational Researchers, Faculty, *Higher Education, Problems, *Research, Researchers, Students, *Surveys

Identifiers—*Quebec

The purpose of this report on educational research activities in Quebec was to provide a basis for planning and coordinating this research in the province. Four different populations: deans, professors of education, graduate students in education, and educational researchers in contexts other than faculties of education were studied. The general formats of the 5 chapters of this report were held as parallel as possible. The first 4 chapters deal with information provided respectively by: (1) deans; (2) members of faculties of education; (3) students; and (4) researchers in other contexts. Chapter 5 presents the summary and conclusions. The recommendations are at the end of the report. Each of the chapters deals with most of the following topics: background (rank, training, experience), current activities, attitudes related to research, factors related to undertaking of research, kinds of research being undertaken, interaction with other scientific personnel, attitudes towards interaction, problems related to the conduct of research, the training of researchers, research productivity, and research plans. (AF)

ED 046 328

HE 001 902

Ness, Frederick W.

The Recruitment and Retention of College Presidents.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date 19 Apr 70

Note—33p.; Paper delivered at the Annual Meeting of the Association of Governing Boards, San Francisco, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Qualifications, Administrator Selection, Board Administrator Relationship, *Governing Boards, *Higher Edu-

cation, *Presidents, Recruitment, *Selection, *Trustees

This paper suggests some steps to be taken by trustees in (1) getting rid of a college president, (2) hiring a new one, and (3) retaining him. These are: (1) a periodic review of presidential effectiveness, which can lead to a peaceful change of office after the incumbent has served his usefulness; (2) determination of qualifications possessed by a successful candidate and the procedures to be followed in the selection process. (Though this is generally the trustees' responsibility, faculty and students should be consulted); (3) the need for the board of trustees to present a united front to the outside world after the president has been selected; (4) allotting the president a place on the board of trustees along with actual authority as a member; (5) a definition of the president's relations to the board at the outset of his tenure; (6) sticking to the terms of the contract; (7) recognizing the president's essential qualities as a human being; (8) providing him with an adequate salary and comparable perquisites; (9) strongly recommending the president take time off; (10) giving the president all possible support; and (11) assuring that the board itself clearly understands its own specific role in the management of the institution. (AF)

ED 046 329

HE 001 903

Smock, Richard Kelly, Edward

The Evaluation of Collegiate Instruction: How to Open a Closed System.

American Educational Research Association, Washington, D.C.

Pub Date Jun 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Instruction, *Evaluation, *Higher Education, *Instruction, *Models

This paper describes the instructional system operative at the department level at most American colleges and universities and indicates the function and relationship of development and evaluative activities within it. It suggests that many of the instructional systems within the university structure may be legitimately characterized as closed systems; that one trait of such systems is their limited use of external and internal feedback messages; that educational evaluation, whether formative or summative, must be characterized by the developer as part of a process that will lead to change; and that the initiation of this process occurs with the development of the client-problem statement. A heuristic model designed to assist the course developer who is employing an evaluative process within a closed, instructional system is then outlined to facilitate with this set of verbal generalizations the formation of the substantive problem statement. (AF)

ED 046 330

HE 001 904

Reforms in Yugoslavia. Case Studies on Innovation in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 70

Note—169p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Ave., N.W., Washington D.C. 20006 (\$4.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, *Educational Change, *Educational Innovation, Enrollment, *Foreign Countries, *Higher Education, Problems, Teaching

Identifiers—*Yugoslavia

This volume is one of a series of case studies on innovation in higher education published by the OECD. Part I, The General Context of Reform, briefly reviews the Yugoslav education system, and focuses on higher education to discuss the need for reform arising out of Yugoslavia's social and economic development plans, the excessive time required to complete studies, and the development of the higher education system. This is followed by a definition of the aims of the reforms and a brief outline of the history of the reform process. Part II, The Specific Problems of Innovation, discusses the past, present, and future positions of the following problems: coping with increased numbers, equality of opportunity, content and structure of studies, specialization of the institutions, organizational structures, institutional autonomy, recruitment and status of teachers, teaching and

research, organization and methods of teaching, teacher-student relations, role and status of students, higher education and the outside world, evaluation and planning, and cost and financing. The Conclusions summarize the major findings and assess the future of higher education in Yugoslavia. (AF)

ED 046 331 **HE 001 905**
The Committee on Institutional Cooperation Annual Report, 1969-1970.

Committee on Institutional Cooperation, Lafayette, Ind.
Pub Date 70
Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Programs, *Coordination, *Higher Education, *Interinstitutional Cooperation, *State Universities
Identifiers—*Committee on Institutional Cooperation

The Committee on Institutional Cooperation is composed of representatives of the Universities of Chicago, Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin, and Michigan State University, Northwestern, Ohio State, and Purdue. The major purpose of the Committee is to strengthen higher education through voluntary cooperation, to avoid duplication of programs, and to reduce costs. The annual report consists of brief discussion of the major activities of the CIC, which include a traveling scholarship program, a biometeorology graduate training program, foreign language programs, study-abroad programs, research projects on aeronomy, AID programs, computers, and conferences on a variety of topics. The report also contains brief descriptions of the CIC Subcommittees and the administrative groups, and a financial statement. (AF)

ED 046 332 **HE 001 906**
Target for the 70's. Papers Presented at the Ninth Annual Meeting of the American Association of State Colleges and Universities.

American Association of State Colleges and Universities, Washington, D.C. Office of Information and Research.

Pub Date 70
Note—86p.
Available from—American Association of State Colleges and Universities, Suite 700, One Dupont Circle, N.W., Washington D.C. 20036 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, *Educational Innovation, Governance, *Higher Education, International Education, *Negro Students, *State Colleges, *State Universities, Student Participation, Urban Education

The papers delivered at this meeting of the AASCU fell in the following categories: (1) Higher Education for the 70's, with a long paper by Paul Woodring, and brief statements by eight other speakers; (2) State Colleges and Universities in the 70's, with papers by E. Alden Dunham, "Colleges and the Forgotten Americans, A Profile of State Colleges and Regional Universities," and by Fred F. Harclerod, "Historical Background, Current Status and Future Plans of the Developing State Colleges and Universities;" (3) The Black Student of the 70's, with two papers by Herman R. Branson and Gwen Patton and two brief statements by Ernest D. Mason and William B. Boyd; (4) New Ideas for the 70's, which included papers on resident colleges for individualized learning, preadmission programs for the academically deficient, new sources of private support, mobilizing alumni support, the common market plan for students in a state college, campus governance, and computer assisted instruction; (5) Urban Higher Education for the 70's, with papers by Richard C. Van Dusen, James A. Reid, James A. Hayes, and Carlisle Parker; (6) International Education for the 70's, with a paper by William Martin; and (7) The School, the Scholar and Society, with a paper by O. Meredith Wilson. (AF)

ED 046 333 **HE 001 907**
Financing Equal Opportunity in Higher Education.

College Entrance Examination Board, New York, N.Y.

Pub Date 70
Note—53p.; A College Scholarship Service Colloquium, Mountain Shadows, Scottsdale, Arizona, November 9-13, 1969

Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Disadvantaged Youth, *Educational Opportunities, Federal Aid, *Financial Needs, *Financial Support, *Higher Education, Minority Groups, Negro Students

This document presents the papers delivered at a College Scholarship Service colloquium which focused on the problem of providing financial support for higher education of disadvantaged students. The papers are: "The Financing of Equal Opportunity in Higher Education: The Problem and the Urgency," by Stephen J. Wright; "Equality of Opportunity and Public Policy," by Alice M. Rivlin; "The Federal Government and Student Financial Aid: Some Reflections on 'Clout,'" by Jack H. Schuster; "Student Reaction to Financial Aid Policies: A Black Student's Reaction to the Present System of Financial Aid," by Frank McClellan; "The Financial Drain on the Average-Income Student," by Kathleen German; "Chicanos and the Economic Problem of a College Education," by Frank D. Cervantes; "Financial Aid for Disadvantaged Students in Private Universities," by Humphrey Doermann; and "Black Students in a White University," by Carl A. Fields. A brief description of the colloquium and a list of the participants conclude the report. (AF)

ED 046 334 **HE 001 908**

Research into Higher Education, 1967. Papers Presented at the Third Annual Conference of the Society for Research into Higher Education. Society for Research into Higher Education, Ltd., London (England).

Pub Date Mar 68
Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, *Cost Effectiveness, *Graduate Students, *Higher Education, *Research
Identifiers—*England

This document contains 4 papers: "A Research Base for a Diversified System of Higher Education," by T.R. McConnell, which deals with some of the many kinds of investigations necessary for designing and developing a pluralistic system of higher education; "The Structure of University Costs," by C.F. Carter, which discusses an exercise in cost analysis conducted by the Committee of Vice-Chancellors in England; "Postgraduate Research in the Humanities," by E. Rudd, which discusses the results of a survey which, in part, tried to determine how the graduate student sets about his research and what provisions the universities make for research students in the arts—such as the teaching and supervision they receive, and the facilities and services that are provided for them; and "Supplementary Predictive Information for University Admission," by J. Drever, which discusses the need for considering the student's school record, in addition to the 'A' level examinations, for university admission, and the usefulness of devising a test that will measure the student's aptitude for the work for which he is applying. (AF)

ED 046 335 **HE 001 914**

Acker, Joan And Others
The Status of Women at the University of Oregon.

Report of an Ad Hoc Committee.
Oregon Univ., Eugene.

Pub Date 70
Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discriminatory Attitudes (Social), *Employment Practices, Faculty, Faculty Promotion, *Females, *Higher Education, Salaries, *Social Discrimination, *Women Professors

Identifiers—*Oregon University

Part I of this report presents data on the position of women at the University of Oregon. Most of the data concerns women on the faculty, with some information about female graduate students and administrators. The report describes: (1) the current position of women on the faculty: 10.5 percent of the full-time, 9-month teaching faculty; (2) time trends; (3) salary; and (4) attrition and the source of supply of female faculty. The second section presents the results of a survey of female faculty at the University. It describes: (1) the academic characteristics of the respondents;

(2) their faculty rank; (3) their mobility, stability and recruitment; (4) their professional activity; and (5) reports of discrimination. The report concludes with a list of 10 recommendations that would help eliminate some of the discriminatory practices presently found at the University. (AF)

ED 046 336 **HE 001 915**

Oltman, Ruth M.
Campus 1970, Where Do Women Stand? Research Report of a Survey on Women in Academe.

American Association of Univ. Women, Washington, D.C.

Pub Date Dec 70

Note—47p.

Available from—American Association of University Women, Sales Office, 2401 Virginia Ave. N.W., Washington D.C. 20037 (\$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Administrator Attitudes, *Decision Making, *Females, *Higher Education, *Participation, Special Programs, Students, Trustees, *Women Professors

This report describes the results of a questionnaire which was sent to presidents of 750 colleges and universities which hold institutional membership in the A.A.U.W.; 454 of these responded. The purpose of the questionnaire was to evaluate the activities of women and the extent to which they were involved in the university as students, administrators, faculty, and trustees. Specifically, an effort was made to determine the participation of women in decisionmaking; personnel policies affecting hiring, promotion, maternity leave, and nepotism; special programs designed for mature women students; utilization of women's abilities in major offices and committees, as department heads, principal administrators and trustees; and general attitudes of administration regarding women. The report presents the background of the study and related studies, the research procedure, a description of the total sample, the results of the study, and a summary and conclusions. (AF)

ED 046 337 **HE 001 916**

Stockton, Rex
Research Management: A University Position.

American Educational Research Association, Washington, D.C.

Pub Date 5 Mar 70

Note—8p.; Paper presented to the Special Interest Group on Research Management of the American Educational Research Association, Minneapolis, Minnesota

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Coordination, *Educational Improvement, *Educational Research, *Higher Education, *Management, Planning, *Research, Research and Development Centers

Despite the faith felt in 1965 in the power of educational research to effect immediate educational improvement, no sweeping reforms have resulted from research and development activities to date. This is partly due to lack of funds and to the fact that Schools of Education have emphasized their roles as socializers and distributors of credentials rather than as catalysts for change. Though educational research is carried out successfully by agencies other than universities, the latter, because of their contact with almost every aspect of society and their unequalled pool of scholarship and expertise, should remain at the heart of educational research and development. This paper is concerned with how the university can best fulfill its research function and discusses first, the importance of basic research; second, the characteristics and needs of mission-oriented research, which include an overall plan and commitment, team approaches to problem-solving, attention not only to actual problems but also to models and theories on the one hand and practical field testing on the other; and third, mission-oriented research in education and the need for cooperation and planning. (AF)

ED 046 338 **HE 001 917**

Heilbron, Louis H.

The Uses and Abuses of Trustees.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date 21 Apr 70

Note—26p.; Paper presented at the Annual Meeting of the Association of Governing Boards of Universities and Colleges, San Francisco, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board Administrator Relationship, Governance, *Governing Boards, *Higher Education, *Policy Formation, *Responsibility, *Trustees, University Administration

A "trustee" means different things to different people. Some have suggested abolishing Boards of Trustees and handing all power to the students and faculty. Yet, if the University is to remain a center of learning and free inquiry, it will be easier to preserve this function with the support of a dedicated board of lay trustees. One responsibility a Board serves is as an interpreter of the University, to defend the academy to the alumni and public, and to convey public sentiment to the academy. It also has the responsibility to anticipate grievances regarding broad policies and to act upon those to prevent disruptive action, to review and pass upon basic policies, and to assure that the necessary research has been done, and consultations made before decisions are reached. A Board of Trustees makes a mistake if it enters into administrative detail, instead of dealing with broad policy questions; if it interferes with the curriculum, or personnel problems; if it thinks that it stands in loco parentis; if it is a house divided; if a member makes extreme statements to please a part of the public; if it allows leading politicians to be ex officio members; or if it thinks that the university can be operated like any other business. Since many of these abuses do occur, reforms for the future are essential. (AF)

ED 046 339 HE 001 918

Fougeres, Viviane, Comp.
Programme on Institutional Management in Higher Education. List of Documents.

Organisation for Economic Cooperation and Development, Paris (France).
Report No.—CERI-IM-70-14
Pub Date 1 Jul 70

Note—60p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Bibliographies, Educational Planning, Foreign Countries, *Higher Education, *Management, *Planning, Resource Allocations, *Systems Approach

The documents on university management listed in this report were collected by the Centre for Educational Research and Innovation. The documents are divided into 3 sections: (1) higher education planning, management and organization; (2) institutional management techniques applied to specific institutions; and (3) reference documents. Within these sections the documents are listed according to country and institution or organization of origin. (AF)

ED 046 340 HE 001 919

Wetley, Donivan J. Kaplan, Rosalyn
Merit Scholars and the Fulfillment of Promise.
National Merit Scholarship Corp., Evanston, Ill.
Report No.—NMSC-RR-Vol-6-NO-3
Pub Date 70

Note—21p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aspiration, Career Choice, Family Characteristics, Goal Orientation, *Higher Education, Individual Characteristics, *Objectives, *Self Concept, *Superior Students

Identifiers—*Merit Scholars
This study attempted to assess how successful Merit Scholars judged themselves in making progress toward their long-term objectives: fulfilling the promise they expect of themselves. Three thousand and eighty-nine Merit Scholars between 1956 and 1960 provided information in 1965 about their long-range goals and the progress they felt they were making toward these objectives. About 76 percent were satisfied with their progress, 16 percent were dissatisfied, and 8 percent expressed mixed feelings. Comparisons were made among these groups, by sex, on the following variables: tested scholastic ability and grades, degree attainment and educational aspirations, satisfaction with graduate school, stability of career plans, career decisions, clarity of long-range goals, major activities, family characteristics, and religious preferences. (Author/AF)

ED 046 341 HE 001 920

Wetley, Donivan J. Kaplan, Rosalyn
Progress of Merit Scholars: Does Religious Background Matter?

National Merit Scholarship Corp., Evanston, Ill.
Report No.—NMSC-RR-Vol-6-NO-5
Pub Date 70
Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Career Choice, Family Background, *Higher Education, *Religion, *Student Characteristics, *Superior Students, Values

Identifiers—*Merit Scholars

This study attempted to determine whether the career progress of Merit Scholars was significantly related to their early religious backgrounds. Information about religious backgrounds and post-college religious preferences was obtained from 1,324 students who received Merit awards in 1956 and 1957. Other information concerning: family background, father's occupation, family income, scholastic ability, academic achievements and aspirations, career choices, activities and marital status, political positions, and importance of goals, was collected between 1956 and 1965. The Scholars were compared on these variables according to their religious background and their sex. (Author)

ED 046 342 HE 001 921

National Norms for Entering College Freshmen - Fall 1970.

American Council on Education, Washington, D.C. Office of Research.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ACE-RR-Vol-5-NO-6-1970

Pub Date Dec 70

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *College Students, *Higher Education, *National Norms, Statistical Data, Student Attitudes, *Student Characteristics, Values

This report presents national normative data on characteristics of students entering college as first-time freshmen during the summer and fall of 1970. It is the 5th in a series of annual reports and part of an ongoing longitudinal research program conducted by the Office of Research of the American Council on Education. The data are reported separately for men and women, for several types of institutions, and for different types of geographic regions of the country in 24 separate norm groups. The data is based on responses from 180,684 freshmen entering 275 institutions, and concerns personal characteristics, family background, religious preferences, financial concerns, political attitudes, expectations, high school record, values, race, and others. (AF)

ED 046 343 HE 001 922

Levi, Edward H.

Challenges to Higher Education.

Chicago Univ., Ill. Office of Public Information.

Pub Date 11 Dec 70

Note—7p.; Address delivered at the annual dinner of the Chicago Association of Phi Beta Kappa, December 7, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anti Intellectualism, Culture, *Educational Objectives, *Educational Problems, *Educational Quality, General Education, *Higher Education

Education in various ways and at various levels is one of the chief mechanisms for the transmission of culture and civilization and is a principal means for guiding the process. The attainment of this culture and civilization is a demanding and painful process. We live in a time of curious anti-intellectualism in which knowledge is being distorted and where these distortions are spread by the means of communication. The quality of education is neglected at all levels, and this situation has been aggravated by lumping all the levels together when the problems are different. An interlocking among the levels is desirable, but not at the cost of obscuring the qualities and values of each level or of concealing the fact that fewer institutions and persons can qualify at the later levels if excellence is to carry any meaning. Our present system of higher education is top-heavy and maldistributed, often the result of previous support from the federal government, which has been eager to provide funds for immediately felt needs and fads, but not for the maintenance of quality. (AF)

ED 046 344 HE 001 927

Nichols, David C., Ed.

Perspectives on Campus Tensions.

American Council on Education, Washington, D.C.

Pub Date 70

Note—219p.

Available from—American Council on Education, One Dupont Circle, N.W., Washington D.C. 20036 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Activism, Administrative Personnel, Attitudes, *Faculty, *Higher Education, Problems, Student Alienation, Students, *Trustees

The purpose of this book was to provide background information and insight on campus tensions, and suggest ideas on how to go about reducing these tensions. The papers are divided into 5 parts. Part I, The New Situation, includes papers by Kenneth E. Boulding, William M. Birenbaum, Marcus G. Raskin, and Peter Schrag. Part II, Where the Students Are, includes papers by Kenneth Keniston, Gwendolyn Patton Woods, Edward Schwartz, and David A. Keene. Part III, What About Faculty?, includes papers by Seymour Martin Lipset, Judson Jerome, Douglas F. Dowd, and Samuel D. Proctor. Part IV, Administrators - In the Middle, includes papers by Clark Kerr, Landrum R. Bolling, Steven Muller, and Harris Wofford, Jr. Part V, A New Role for Trustees?, includes papers by J. L. Zwingle, Ralph D. Hetzel, Jr., Morton A. Rauh, and E. William Ziebarth. (AF)

ED 046 345 HE 001 930

Johnson, D. Gale

A Rating of Graduate Programs.

American Council on Education, Washington, D.C.

Pub Date 70

Note—14p.; A Report of the American Council on Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Doctoral Degrees, *Educational Quality, *Evaluation, *Graduate Study, *Higher Education, *Surveys

This paper presents the results of a 1969 survey of the quality of graduate programs in the United States (an earlier survey was made in 1964). The ratings of graduate programs are based upon responses to questionnaires distributed to faculty members: respondents were asked to give their opinion on graduate faculty quality using the classifications: Distinguished, Strong, Good, Adequate, Marginal, and not sufficient for doctoral training. The respondent was instructed not to rate more than 5 departments as Distinguished. This paper examines: (1) the differences between the 1964 and 1969 surveys; (2) the changes in evaluations of departments at the University of Chicago; (3) the number of top-ranked departments in 1964 and 1969; and (4) the changes in rankings between 1964 and 1969. Comparisons are also made based on the departments ranked in the top 10 and the top 15. On the basis of this survey, Berkeley and Harvard were first, followed by Yale, Chicago, Stanford, and Princeton. The appendix discusses the problem of weighting the various disciplines, and the possibility of weighting the major divisions: (humanities, social sciences, physical sciences, and biology) by the percentage of doctorates awarded in the arts and sciences in 1966. (AP)

ED 046 346 HE 001 931

O'Neil, Robert M.

Beyond the Threshold: Changing Patterns of Access to Higher Education.

American Council on Education, Washington, D.C.

Pub Date 8 Oct 70

Note—8p.; Speech before the 53rd Annual Meeting of the American Council on Education, St. Louis, Missouri

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), College Admission, Disadvantaged Youth, Educational Opportunities, *Equal Education, Financial Needs, *Higher Education, *Minority Groups, *Nonresident Students

There are many barriers to equal access in higher education: finances, selective admissions policies, race, and geography. Though some intensive efforts have been made to recruit minority students, the situation is not much better now than it was 20 years ago. The American higher education system has grown rapidly, but the demands on education have increased even faster. Most institutions have become more selective, and this has produced sharp stratification between levels. Much of the increase in minority group enrollment is accounted for in community colleges, the minority share among freshmen being much higher than among upper classmen.

The future of governmental support for minority student programs is in doubt, and there is some uncertainty whether recent trends really reflect net enrollment change or simply describe the reallocation of a static student population, i.e. more blacks in previously all-white schools and more whites in previously all-black schools. Geography is becoming a barrier with private, prestigious institutions seeking national distribution of student populations, and the public schools limiting out-of-state enrollment. Financial considerations may force the private institutions to accept the in-state student with a state scholarship over the out-of-state student who needs financial support from the college. Legal considerations may force the public institutions to eliminate the quotas on out-of-state students. (AF)

ED 046 347 HE 001 935

Sklar, Bernard

Faculty Culture and Community Conflict: A Historical, Political, and Sociological Analysis of the October 18, 1967, Dow Demonstration at the University of Wisconsin.

Pub Date 70

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *Conflict, *Conflict Resolution, *Faculty, *Higher Education, Organization, Power Structure

Identifiers—*Wisconsin University

This paper examines the response of faculty members to the October 18, 1967, Dow demonstration at the University of Wisconsin, and the way in which faculty members dealt with the incident provoked from within their own ranks. Discussed are: (1) the rationale and method of the study; (2) the University and its setting; (3) the incident; (4) the anatomy of faculty conflict and the various forces, group structures, and interconnecting networks of communication and influence that were operating in the situation; and (5) the determinants of faculty conflict and conflict resolution. The paper concludes with a discussion of the changes that have taken place since that confrontation. (AF)

ED 046 348 HE 001 937

Fox, A. M., Brookshire, William K.

Defining Effective College Teaching Using the Delphi Technique and Multiple Linear Regression.

American Educational Research Association, Washington, D.C.

Pub Date Jan 71

Note—12p.; Paper presented at the 1971 Convention of the American Educational Research Association, New York City

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Teachers, *Definitions, *Effective Teaching, *Evaluation, *Higher Education, Teacher Attitudes, Teacher Characteristics, Teaching Quality

Identifiers—*Delphi Technique, Northern Colorado University

A modified form of the Delphi technique was used within the School of Education at the University of Northern Colorado to formulate a definition of effective college teaching. The resulting definition contained 5 major categories: (1) personal characteristics: friendly, mature, enthusiastic; (2) professional qualities: attitudes, knowledge, preparation; (3) interpersonal relationships: approachable, fair, honest; (4) technical skills of teaching: methods, grading, organization; and (5) communication skills: rapport, relevancy, open. These results were used to develop 25 fictitious profiles of faculty members. Participants were asked to separate these 25 profiles into 5 sets according to those most deserving of promotion. Multiple linear regression was used to analyze these judgments to determine the priority placed on each of the major categories. (Author/AF)

ED 046 349 HE 001 938

Morishima, James K., Ed.

An Annotated Bibliography of Institutional Research, 1969-1970.

Association for Institutional Research.

Pub Date 70

Note—63p.

Available from—The Association for Institutional Research, Knoxville, Tenn.

Document Not Available from EDRS.

Descriptors—Administrative Personnel, *Annotated Bibliographies, *Bibliographies, Facul-

ty, *Higher Education, *Institutional Research, Planning, Research, Students

This annotated bibliography of institutional research is divided into the following sections: (1) Goals and Long-Range Planning; (2) Administration and Faculty; (3) Curriculum and Instruction; (4) Space Utilization and Scheduling; (5) Student Characteristics; (6) Recruitment and Admission; (7) Prediction and Academic Performance; (8) Perception of the College Environment; (9) Retention, Attrition, and Transfer; and (10) Miscellaneous. An Author Index concludes this bibliography. (AF)

ED 046 350 HE 001 940

Eble, Kenneth E.

The Recognition and Evaluation of Teaching.

Project to Improve College Teaching, Salt Lake City, Utah.

Spons. Agency—Carnegie Corp. of New York, N.Y.

Pub Date Nov 70

Note—117p.

Available from—American Association of University Professors, One Dupont Circle, N.W., Washington D.C. (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Teachers, *Effective Teaching, *Evaluation, Evaluation Methods, Faculty Promotion, *Higher Education, Student Participation, *Teacher Evaluation, *Teaching Quality

This monograph brings together information and ideas about the recognition and evaluation of effective teaching in the college and university. The materials were gathered in 4 ways: (1) a search of the literature; (2) solicitation of information about systematic attempts to recognize and evaluate teaching; (3) visits to individual campuses and discussion of evaluation as part of these visits; and (4) a conference on April 10, 1970 in Washington, D.C. in which major issues and problems concerning this topic were discussed by students, faculty and administrators from a wide range of institutions. Chapter 1 discusses the need to improve college teaching, some of the reasons why teaching is neglected in favor of research, shaping of professional values, and the place of evaluation. Chapter 2 deals with ways of evaluating teacher effectiveness. Instruments and procedures for student evaluation of effective teaching are discussed in Chapter 3. Chapter 4 deals with the impact of student evaluation on the improvement of teaching, and Chapter 5 discusses the role of student evaluation in faculty review and advancement. Documents relating relevant experiences at individual universities, student evaluation forms, and a bibliography conclude the report. (AF)

ED 046 351 HE 001 941

Nyquist, Ewald B.

The Idea of the University of the State of New York.

New York State Education Dept., Albany.

Pub Date 15 Sep 70

Note—12p.; Inaugural Address at the 93rd Convocation of the University of the State of New York, September 15, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Educational Opportunities, Governing Boards, *Higher Education, *Objectives, *State Universities

Identifiers—*New York State University

The University of the State of New York is unique in the Union and the oldest continuous State educational administrative agency in America. It is a university without walls, it has no employed faculty and no matriculated students; yet all students and all faculty in New York State are integral parts of it. There are many advantages and some shortcomings to the New York pattern, which include, on the one hand, the authority lodged in the Board of Regents to plan, coordinate, supervise and evaluate all of the educational resources under its aegis; and on the other, the failure to utilize the full potential of the System. The University has 3 goals: (1) to enlarge educational opportunity for all the people in the State; (2) to provide the best possible quality in education; and (3) to do all this with efficiency and economy. To accomplish these goals a more flexible, open and diversified system of post-secondary education will have to be created, techniques will have to be developed to award undergraduate degrees to those with the

knowledge and ability equivalent to those degrees but without the formal education, and the System will have to become more humanistic and less depersonalized. (AF)

ED 046 352

HE 001 944

Beasley, Richard

Numbers and Characteristics of Employees in Institutions of Higher Education, Fall 1967.

National Center for Educational Statistics (D. HEW/OE), Washington, D.C.

Report No.—OE-50057-67

Pub Date 70

Note—91p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 (HE 5.250:50057-67, \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Colleges, *Faculty, *Higher Education, *Nonprofessional Personnel, *Professional Personnel, Researchers, *Statistical Data, Universities

This publication is one of two reports of the data acquired in the survey of Employees in Institutions of Higher Education that was included in the second Higher Education General Information Survey (HEGIS) conducted in the 1967-68 academic year. Though the survey was concerned with all employees in higher education, particular emphasis was placed on the instruction and research staff. Data are reported on the primary functions of all professional and nonprofessional employees by institution. In addition, separate tabulations are presented on major academic areas and on highest academic degrees for senior staff for resident instruction and departmental research and of senior staff for organized research. The Survey Report Form is included. (AF)

ED 046 353

HE 001 945

Domino, George

Interactive Effects of Achievement Orientation and Teaching Style on Academic Achievement.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-39

Pub Date Dec 70

Note—9p.

Available from—Research and Development Division, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240

Document Not Available from EDRS.

Descriptors—*Academic Achievement, College Students, *Effective Teaching, *Higher Education, Learning, *Orientation, *Teaching Styles

This study examines the hypothesis that the interaction between a student's achievement orientation and the teaching style to which he is exposed differentially affects both the amount of learning that takes place and the degree of expressed satisfaction with the scholastic environment. One hundred students, selected because of their extreme scores on the Achievement-via-Conformance and Achievement-via-Independence scales of the California Psychological Inventory, were assigned to introductory psychology sections taught in either a conforming or an independent manner. An analysis of their scores on a final examination consisting of multiple-choice items and essay questions, as well as their ratings of teacher effectiveness and course evaluation, indicated a clear interaction effect. Students taught in a manner consonant with their achievement orientation obtained significantly higher means on the multiple-choice items, on factual knowledge ratings of their essay answers, and on their ratings of teacher effectiveness and course evaluation, than their peers who were taught in a dissonant manner. (Author)

ED 046 354

HE 001 946

Thomas, Ann Van Wynen Thomas, A. J., Jr.

Private Higher Education and the Constitution: Constitutionality of State Aid to Private Higher Education.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date 20 Jan 69

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Church Related Colleges, *Court Litigation, Federal Aid, Federal Court Litigation, Financial Needs, Financial Support, *Higher Education, Legal Problems, *Private Colleges, State Aid

Identifiers—*Texas

This report discusses the constitutionality of state aid to church-related institutions of higher education. The introduction deals with the important role that private institutions play in the total system of higher education, the seriousness of their financial plight, and the necessity for increased state aid to these institutions. Sections 2 and 3 respectively deal with the position of the Federal Constitution and the Texas Constitution on federal and state aid to church-supported institutions. The next 2 sections deal with the constitutionality of state aid to church-supported institutions in terms of student support and institutional support. The conclusion is reached that on both the federal and state constitutional level, the federal and state governments may, without committing constitutional error, give some support to church-related colleges and universities either by way of incidental or indirect benefits or by subsidizing aspects of education and the educational process of a secular nature. (AF)

ED 046 355 HE 001 947

1967-70 Administrative Compensation Survey.
American Association of Junior Colleges,
Washington, D.C.; College and University Personnel Association, Bronx, N.Y.

Report No.—CUPA-RR

Pub Date Mar 70

Note—75p.

Available from—College and University Personnel Association, Fordham University, Bronx, New York 10458

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Comparative Statistics, *Higher Education, Institutional Environment, *Salaries

The purposes of this study were: (1) to determine salaries being paid to the incumbents of 46 selected professional administrative positions in higher education; (2) to determine the nature and dollar value of non-cash and total compensation afforded 30 of the 46 reported positions; and (3) to investigate the compensation relationships among positions and between positions and selected indicators of institutional identity, resources, size and complexity. The data used in this study was obtained from 1,092 institutions of higher education. (AF)

ED 046 356 HE 001 948

Vander Well, Allen R.
Influence of Financial Need on the Vocational Development of College Students.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-36

Pub Date Sep 70

Note—30p.

Available from—Research and Development Division, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240

Document Not Available from EDRS.

Descriptors—*Career Choice, *Curricular Activities, College Students, *Financial Needs, Financial Support, *Higher Education, *Occupational Choice, *Student Attitudes

This paper examines the impact of financial need on vocational decisionmaking. Two hundred and ninety-one students in their second semester, second year in 4 state-supported institutions were divided into 3 groups: (1) the Financial Aid Group, consisting of students who had received sufficient financial assistance to meet their needs; (2) the Unmet Need Group, consisting of students who had not received enough financial aid to meet their needs; and (3) the Nonapplicant Group, consisting of those who had not applied for financial aid. Representative samples of these groups were permitted access to the institutional Self-Study Service. Information was also obtained from the subjects' responses in the Student Profile Section. Students in Group 1 tended to have a greater crystallized choice of their educational major and vocational goal than students in the other 2 groups. There were no significant differences regarding college and preferences, with all groups showing a strong preference toward vocationally-oriented goals. There were also no differences among the groups in participation in extracurricular activities and in their perception of the institution they attended. (AF)

ED 046 357 HE 001 951

Brown, Steven R. Thomas, Dani B.
Public Response and Private Feeling: Reaction to the Kent State Situation.

American Educational Research Association, Washington, D.C.

Pub Date Feb 71

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York City, New York, February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Attitudes, *Higher Education, Opinions, *Public Opinion, Student Attitudes, *Student Reaction, *Violence

Identifiers—*Kent State University

This report discusses 2 studies that examine reaction to the killing of 4 students by National Guardsmen at Kent State University, Ohio, on May 4, 1970. The first study was designed to investigate the segmentation of the public in terms of its reaction to the Kent State incident. Three groups, or attitudinal types: radicalized students, tolerant, but somewhat conservative adults, and intolerant adults, emerged factor-analytically through a Q technique analysis of 228 respondents. Their sentiments were segmented into 3 groupings: (1) those supporting students, (2) those intolerantly opposing them, and (3) those who were tolerant, but nonsupporting. This study considered the characteristics of these groups and their relation to one another. The second study is an intensive analysis of the perceptual worlds of 6 radical and 6 moderate Kent State students, in which images of figures in their personal and political worlds were examined factor-analytically for evidence bearing on the ways in which students related to the Kent State situation. An appendix includes the factor loadings and factor scores associated with the first study. (Author/F)

ED 046 358 HE 001 953

Heilbron, Louis H.
Relevance for Town and Gown.
Western Coll. Association, Oakland, Calif.

Pub Date Mar 70

Note—10p.; Address delivered at the annual meeting of the Western College Association, Palo Alto, California, March 5-6, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *Educational Change, Educational Improvement, *Governance, *Higher Education, *Relevance (Education), *School Community Relationship, Student Attitudes, Student Interests

Campus disturbances coupled with vastly increased costs of higher education have contributed to the deterioration of Town-Gown relations. But the faith of the Town in the ultimate value of U.S. mass higher education remains intact, although it does ask that the students understand its perplexities, its diverse interests, its incredible interdependence, and its aspirations, and feel a commitment to the community. The students demand relevance, which for some means that they want to teach not learn, to lecture, not listen, to tear down, not build; for some that they only want to learn things that bear directly on the ills of society, that they want to learn to earn, and that they want to learn about themselves. Higher education will have to change to accommodate to changing needs and demands. These changes should include: (1) a major overhaul of college teaching, (2) modification of graduate degrees, (3) expansion of the interdisciplinary approach, (4) abandonment of lectures that repeat books, (5) increase of reading assignments, (6) fewer and more comprehensive examinations, (7) strengthening of the junior college, (8) greater exchange between Town and Gown, (9) increased student participation in decisionmaking, (10) making history a required subject, and (11) the reconstitution of the college presidency. (AF)

ED 046 359 HE 001 954

Ness, Frederick W.
Academic Change and Counter-Change.
Western Coll. Association, Oakland, Calif.

Pub Date Mar 70

Note—10p.; Address delivered at the annual meeting of the Western College Association, Palo Alto, California, March 5-6, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, Educational Objectives, *Financial Support, *Higher Education, Institutional Role, *Public Opinion, *School Community Relationship

There exists today a wider gulf than ever before between higher education and the public it is designed to serve and this gulf is widening. Public support for higher education is decreasing at a time when the cry for universal higher education

has been taken up by the public and university community alike. One of the major causes for this widening rift is that for too long some basic premises of higher education have remained unexamined. These include the premise: (1) that voluntary accreditation is necessary and that it should be controlled by the institutions being accredited; (2) that this country needs a dual-track system of higher education; (3) that the university has no accountability to the public as to its efficiency and effectiveness; and (4) that there are certain educational verities such as the value of liberal arts, boundless academic freedom, and ever increasing needs for more space and more buildings. A new political synthesis is needed, a social contract in which university and college goals are defined through a process of political accommodation to the conflicting wishes of their varied constituencies. (AF)

ED 046 360 HE 001 957

Higher Education and the Nation's Health: Policies for Medical and Dental Education.

Carnegie Commission on the Future of Higher Education, Berkeley, Calif.

Pub Date Oct 70

Note—128p.

Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Dental Schools, Financial Needs, *Financial Support, Health Needs, Health Occupations, *Health Services, *Higher Education, Manpower Needs, *Medical Education, Medical Schools

This report is primarily concerned with the education of physicians and dentists and with the programs for training physician's and dentist's associates and assistants that are being developed in several university health science centers. The report opens with a summary of the major themes developed during the study. Chapter 2 discusses the present crisis in health care delivery and health manpower. Chapter 3 presents the scope of the report. Chapter 4 reviews medical education today. Chapters 5 and 6 discuss respectively the future of health care delivery and health manpower education. Chapter 7 deals with the role of the federal government in providing financial support for these programs. Chapters 8 through 11 discuss respectively the role of the States, the universities, the comprehensive colleges and community colleges, and the foundations in providing financial support and programs. The Carnegie Commission Goals that are to be achieved by 1980 are listed in Chapter 12. The appendices include: (1) Joint Statements of the American Medical Association and the Association of American Medical Colleges, March 5, 1968, and April 16, 1968; and (2) tables. (AF)

ED 046 361 HE 001 958

Brooks, Glenn
[The Long-Range Plan for Colorado College.]
Colorado Coll., Colorado Springs.

Pub Date 69

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Educational Innovation, *Educational Planning, *Higher Education, Master Plans, *Planning, Schedule Modules

Identifiers—*Colorado College

This is a series of 3 reports to the Colorado College faculty and administration on a long-range plan. The first report deals with some of the technical features of a modular course plan, mainly: (1) the construction of a modular schedule, (2) registration and enrollment procedures, and (3) campus space and fixtures. The second report contains a specific proposal for a new academic program, including the background of the proposal, details of the course format, recommended calendar, teaching load and student course load. The third report deals with non-academic aspects of the Plan, including campus design, cultural, recreational and athletic programs, residence halls, and administrative offices. This report also discusses procedures for getting the Plan into operation. (AF)

ED 046 362 24 HE 001 959

The Feasibility of Computer Assisted College

Selection as a Guidance Counselling Aid.

Creative Concepts, Inc., Bethesda, Md.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-C-008

Pub Date Jun 70

Contract—OEC-3-70-0008 (010)

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Bound Students, *College Choice, *Computer Oriented Programs, Counselors, *Higher Education, Student Interests

This study analyzed and determined the feasibility of a computerized college selection service for high school students. One thousand seniors were randomly selected from among the public school system in Region III. They completed a questionnaire detailing their qualification for college admission and preference for college characteristics. This information was matched with a computerized college data bank and 10 schools most closely approximating the student's interest and abilities were identified. In addition, each cooperating counselor completed a questionnaire that presented information on the counselor's "level of satisfaction" with each student's college selections as determined by the computer. The study also developed comparative statistics about the preferences and trends of the sample. The appendices include: the guidelines for student selection, the counselor questionnaire, the C.A.M.P.U.S. questionnaire, a sample answer sheet, a list of computerized college selections, and an explanation of the computer print-out. (AF)

ED 046 363 24 HE 001 984

Milner, Murray

Effects of Federal Aid to Higher Education on Social and Educational Inequality.

Center for Policy Research, New York, N.Y.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-0700

Pub Date Jun 70

Contract—OEC-0-9-18070000-0765 (010)

Note—210p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Disadvantaged Youth, *Economically Disadvantaged, *Educationally Disadvantaged, *Educational Opportunities, *Federal Aid, Financial Support, *Higher Education, Negro Students

This report examines the effects of federal aid to higher education on (1) class inequality, (2) racial inequality, (3) inequality of opportunity, (4) social mobility, and (5) the distribution of degrees. Chapter 1 defines the terms used and presents a preliminary sketch of the argument. Chapter 2 focuses on the effects of socioeconomic background on an individual's college career. Chapter 3 discusses the effects of federal aid on social mobility and college attendance. Chapter 4 examines historical trends in educational attainment and opportunity and compares these to historical trends in social mobility and equality in the societal structure. Chapter 5 examines whether the gap is closing between white and black levels of income, occupation, and education, with special reference to higher education. Chapter 6 examines the relationship between education and income and concludes that expansion of federal aid to higher education is likely to help reduce racial inequality but probably not class inequality. Chapter 7 discusses the effect of student aid on black educational attainment. Chapters 8 and 9 deal with "educational inflation" and the prospects and problems of expanding the availability of educational credentials. (AF)

ED 046 364 24 HE 001 985

Warriner, Charles K.

Professional Commitment and Institutional Loyalty as Factors in Faculty Orientations. Final Report.

Kansas Univ., Lawrence.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-9-F-073

Pub Date Sep 70

Grant—OEG-6-9-009073-0075 (010)

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrator Attitudes, *College Faculty, *Faculty, Goal Orientation, *Higher Education, *Performance

The research reported in this document is based on the following assertions: (1) that the characteristics of role performance of faculty members that are crucial to the university are systematically related to the orientation of the faculty members as defined by a (a) loyalty to

the local institution, and (b) commitment to the profession; (2) that for professionals in any given profession the loyalty to the local institution is a function of the work organization (department) defined by (a) use of professional criteria for evaluation of competence, and (b) the degree of autonomy given the professional; and (3) that for professionals in any-given work organization, the degree of professional commitment is a function of the strength of the professional establishment for that profession. Part A of the report discusses the problem, describes the 3 university sites studied, and the response, respondent and department characteristics. Part B, Factors in Faculty Orientations, discusses the data collection instruments and procedures, and the findings in terms of (1) loyalty and professional commitment, and (2) loyalty and commitment as functions of department character. Part C discusses orientations and role performance preferences. The objective department classification method, the basic data tables, and the questionnaire are included in the appendix. (AF)

JC

ED 046 365

JC 700 271

Faculty Salary Schedules in Community-Junior Colleges, 1969-70.

National Education Association, Washington, D.C. Research Div.

Report No—NEA-HES-RR-1970-R11

Pub Date 70

Note—48p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036 (Stock No. 435-25454, \$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Junior Colleges, *Research, *Salary Differentials, *Teacher Salaries

This report reviews and analyzes the 1969-1970 salary schedules of 52 private and 460 public 2-year colleges throughout the United States. These schedules are based on levels of academic preparation completed, faculty rank, or both (about two-thirds of the reviewed public and one-half the reviewed private institutions base their schedules on level of preparation). Part one of the report outlines characteristics of the analyzed salary schedules. Such characteristics include increments for normal and special employment situations, qualifications necessary for advancement on the schedule, and credit given for previous experience. Part two reviews the scheduled minimum and maximum salaries of the public and private institutions. This data is viewed in terms of salary schedule base—academic preparation or faculty rank, state-wide schedules for public institutions, and schedules for nonpublic institutions. The third part of this study indicates scheduled salary increments. Concluding the study, part five consists of salary schedule examples from five institutions—four public and one private. These schedules reflect information ranging from conditions of employment, definitions of instructor classifications, and guides for schedule placement, to fringe benefits and the salary schedules themselves. (JO)

ED 046 366

JC 700 273

Goodrich, Andrew L.

A Survey of Selected Community Services Programs for the Disadvantaged at Inner-City Community Colleges.

Pub Date 69

Note—160p.; Ph.D. dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-20,462, Microfilm \$4.00, Xerography \$7.40)

Document Not Available from EDRS.

Descriptors—Community Service Programs, *Disadvantaged Groups, *Junior Colleges, School Community Cooperation, *School Community Programs, *School Community Relationship, *Urban Education

This study investigates community service programs for the disadvantaged at inner-city community colleges to construct a descriptive history of the various programs' origins, development, and essential components. Additional information was collected on (1) current program descriptions,

(2) the programs' financial and physical resources, (3) their origin and development, and (4) special problems involving the hiring of minority staff members and encouraging the involvement of white staff members. The sample included programs at six inner-city community-junior colleges in five states. Data were collected through taped field interviews, observations of selected programs, questionnaires, and a content analysis of school catalogs and brochures. An analysis of the data led to the following major conclusions: (1) the institutions involved in this study have implemented specific programs to improve the quality of life for the disadvantaged; (2) the efforts of these programs to meet the educational and economic needs of the inner-city disadvantaged citizens, though currently less than comprehensive, are paving the way for more intensive involvement in the near future; and (3) the programs included in this study are responding to the need for intensified recruitment of and supportive services for disadvantaged citizens. It is recommended that both more stable sources of program funding and more concerned faculty members be continually sought. (Author/JO)

ED 046 367

JC 710 017

Favreau, Donald F.

Guidelines for Fire Service Education Programs in Community and Junior Colleges.

American Association of Junior Colleges, Washington, D.C.

Pub Date 69

Note—45p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conservation Education, *Fire Fighters, *Fire Science Education, *Junior Colleges, *Program Planning, Safety Education, Service Workers, Trade and Industrial Education, *Vocational Education

This report serves as a guideline for fire service education. For men filling the estimated 10,000 opportunities in career fire department organizations each year in the 1970s, it is necessary that they receive a supplement to department-level training in drills and skills. Knowledge of hydraulics, chemistry, mechanical engineering, law enforcement, and business education is as important to the modern fire fighter as is knowledge of the ropes and ladders. The number of 2-year colleges offering programs in fire service has increased 50 per cent in the past five years. The 2-year college can offer occupational and technical education, semi-professional training, and personal counseling. Such programs attract in-service fire fighter students, attending mostly evening courses, as well as people from such fire-related fields as oil and chemical corporations and insurance companies. There are suggested curriculum patterns for Fire Science Associate Degree and Fire Science Certification programs. The International Fire Administration Institute provides assistance to the nation's fire departments and to the colleges. Other similar organizations are listed. This report offers a complete description of fire fighter entry qualifications and duties. (CA)

ED 046 368

JC 710 019

Pace, Denny F. And Others

Law Enforcement Training and the Community College: Alternatives for Affiliation.

Pub Date 70

Note—62p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Human Services, *Inservice Education, *Junior Colleges, *Law Enforcement, Manpower Development, Police Community Relationship, Police School Relationship, *School Community Programs, *Vocational Education

This report offers 2-year colleges and law enforcement agencies alternatives for merging resources for improving police training and education. Currently approximately 250 2-year colleges offer programs in law enforcement, police science, or police administration education. The President's Crime Commission reports that present training programs of local law agencies are incapable of meeting the minimum training needed for long-range programs, and therefore recommends an increased affiliation with 2-year

colleges. The junior college's local autonomy is acceptable and considered advantageous to local law agency requirements and philosophy. The American Association of Junior College guidelines on law enforcement education emphasize recruitment and in-service occupational and technical courses as well as courses in the sociological composition and psychological needs of the community. Program needs depend on national and regional needs, the changing patterns of control, and incentives for professional development. The impact of program training can be seen in the development of the police officer's image, career development, and financial incentives. This report also discusses the following in depth: (1) suggested curriculum; (2) division of responsibilities between colleges, police academies, and advisory organizations; (3) alternatives in program operation; (4) consideration for program organization; and (5) examples of five successful programs. (CA)

ED 046 369

JC 710 020

Dyke, Ron

The Los Angeles City College Mobile Advise-
ment Center: A Study of Its Operation.
Los Angeles City Coll., Calif.

Pub Date Sep 70

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Centers, *Educational Counseling, Experimental Programs, Guidance Centers, *Junior Colleges, *Mobile Educational Services, Special Services, Subprofessionals, *Vocational Counseling

Identifiers—California

Los Angeles City College in 1969-70 successfully conducted an experimental study on the Mobile Advise-ment Center (MAC) as an effective means of enhancing the extent and quality of information on the college reaching low-income communities. MAC is housed in a modified mobile home, 28 feet long and eight feet wide, containing four counseling cubicles, lounge, small library, and bath. The author discusses the background, implementation, findings, and future of the program. MAC's effectiveness is directly proportional to: (1) geographical area covered by MAC; (2) amount of time MAC is in a given area; (3) number and quality of personnel working on MAC; (4) frequency of visits to each designated target community; and (5) extent of dissemination to the residents of information that could come only from a program like MAC. MAC diminishes dependency on chance and word-of-mouth communication and brings the college catalog to the community. Counseling is available to those who otherwise would not have the opportunity to discuss educational and vocational goals. MAC provides an important paraprofessional career service to those who man it. Several recommendations were made: (1) MAC and its funding should be continued and expanded into other service areas; (2) program details should be reviewed; (3) MAC should be integrated into other campus activities; and (4) it should communicate with similar out-reach agencies. (CA)

ED 046 370

JC 710 021

Schaffer, Michael I. And Others

Implementing the Open Door: Compensatory Education in Florida's Community Colleges. Phase I: Questionnaire Analyses.

Florida Community Junior Coll. Inter-institutional Research Council.

Pub Date Dec 70

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education, Compensatory Education Programs, *Disadvantaged Youth, Educationally Disadvantaged, *Junior Colleges, *Program Improvement, *Remedial Programs

Identifiers—*Florida

A study of current compensatory programs was conducted in 24 Florida public community colleges during 1969 to be used for their further investigation and improvement. This study brought into focus the planning objectives, implementation, and evaluation of existing programs. From the data examined, it was found that: (1) 11.6 per cent of the state's total community college student enrollment were identified as disadvantaged; (2) program planning processes and objectives varied among schools; (3) comparatively few counselors and instructors were in-

involved exclusively with disadvantaged students; and (4) the individual colleges' evaluations of their programs measured only student academic progress. A follow-up study to differentiate between adequate and inadequate programs is now desired. (CA)

ED 046 371

JC 710 022

Meneff, Selden, Ed. Smith, D. Brent, Ed.
Humanizing Education in the Junior Colleges.

American Association of Junior Colleges,
Washington, D.C. Program with Developing Institutions.

Pub Date Sep 70

Note—43p.; Selected proceedings of an Inter-regional Conference of the AAJC Program With Developing Institutions at Florissant Valley College, St. Louis, Missouri, June 14-16, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aspiration, Audiovisual Instruction, *Educational Innovation, *General Education, *Junior Colleges, Student Motivation, *Student Personnel Services, Systems Approach, *Vocational Education

This report of the 1970 American Association of Junior Colleges regional conference proceedings deals with five subjects. The first is "Innovative Programs at Florissant Valley Community College." The innovative programs have generally been in audiovisual and computer-assisted instruction with the goal of preparing teachers to know what instructional options are available and how they may be used. The second topic, "Humanizing Education," offers a systematic approach to instruction for the purpose of increasing the aspirations, motivations, and self-concept of students and teachers. The third topic, "The Implications of Student Personnel Programs for Effective Instruction," offers eight suggestions for what student personnel workers can do to take leadership on the college campus. The fourth topic, "General Education in Occupational Programs," discusses the importance of students being prepared to cope with the dynamics of both modern society and the work world. In the final topic, "A Systematic Approach to General Education for Career Students," a systems model and approach are given. A systems approach produces a carefully defined set of behavioral objectives and educational materials, and gives a set of validated learning modules to be used to lead students to the achievement of general education objectives. (CA)

ED 046 372

JC 710 023

Melone, Rudolph Joseph

A Comparative Study of Backgrounds and Attitudes of Community College Academic Staff.

Pub Date 69

Note—163p.; Ph.D. dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106
(Order No. 69-18,950, Microfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, *Changing Attitudes, Faculty, *Faculty Evaluation, *Innovation, *Junior Colleges, Teacher Attitudes, *Teacher Background

Community colleges should be responsive to the shifting needs of society. As in the case of other organizations, however, the ability to initiate and adapt to the necessary changes is dependent on the attitudes and backgrounds of the people in the institution. A primary concern of this study was determining whether junior colleges accept the challenge of responsiveness by selecting flexible staff. According to some organizational theorists, faculty who are prone to change are characteristically heterogeneous in background and skills, open to diverse opinions, feel professionally satisfied and rewarded, want to participate in decisions that affect them, and hold attitudes congruent with the purposes and programs of their organization. The purpose of this study was to determine if these traits are more characteristic of the faculty in community college districts with a goal of change than they are of community college faculty nationally. The responses on backgrounds and attitudes were obtained from a study by Medsker of 4098 full-time faculty at 59 community colleges throughout the country, two of which were new and had announced intentions to be innovative. It was concluded that the majority of the colleges were not staffed by faculty prone to change and the two new colleges were no more capable of change

through rational planning than were the better established colleges. (Author/CA)

ED 046 373

JC 710 024

Brightman, Richard W.

Project CALCOP. Final Report.

Coast Community Coll. District, Costa Mesa, Calif.

Pub Date Dec 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Techniques, *Computer Assisted Instruction, *Independent Study, *Instructional Media, *Junior Colleges, *Law Enforcement

Identifiers—California

This is the final report of project CALCOP, a joint project of the Coast Community College District, the Los Angeles Police Department, and the Los Angeles Police Academy to develop, implement, and evaluate computer-assisted instruction (CAI) in the rules of evidence and search-and-seizure procedures of police training. The CALCOP learning system is a combination of independent study and CAI exercises. The project compared one group of cadets using the CALCOP learning system and another group with similar characteristics using conventional classroom instruction. CALCOP provided simulated case problems for cadets that reinforced learning, broadened perspectives, and provided a mock field experience. The conclusion, based on examination results, shows that a learning system that removes the cadet from the rigid discipline of the conventional academy classroom is more effective as a teaching technique than the traditional classroom. (CA)

ED 046 374

JC 710 025

Design for Excellence: Washington State Community College System Master Plan. Volume I, Mission, History and Goals.

Washington State Board for Community Coll. Education, Olympia.

Pub Date [70]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board of Education Role, Community Colleges, *Educational Objectives, Governing Boards, *Junior Colleges, *Master Plans, School Community Relationship, *State Boards of Education, *Trustees

Identifiers—*Washington

This first of three related volumes outlines the development and current objectives of community-junior college education in the state of Washington. Beginning as small liberal arts colleges, the 2-year colleges were limited in growth until 1961, when the concept of "comprehensive curricula" was officially recognized through state legislation. In 1963, 2-year college funds and accounting were separated from the public school system and, by 1967, the state legislature created an independent system of community colleges. Today, responsibility for community college education in the 22 separate districts can be found at two different levels. Statewide concerns such as the establishment, location, finance, and central administrative practices of the junior colleges are handled by the state board. A local board of trustees is responsible for operating the colleges in its district, and has authority to determine curriculum, award degrees, and establish administrative rules and regulations. Organizational structures at both state and district levels recognize the need for flexibility in responding to local problems, and coordination is achieved through a system of advisory committees made up of district and state personnel. The general goals and specific operating objectives of the system emphasize open-door admissions, school and community cooperation, and the involvement of all concerned groups in formulating the policies that will affect them. (JO)

ED 046 375

JC 710 026

Design for Excellence: Washington State Community College System Master Plan. Volume II, System Status and Progress.

Washington State Board for Community Coll. Education, Olympia.

Pub Date [70]

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, *Junior Colleges, *Master Plans, *Program Descriptions, *School Community Relationship, *Systems Approach

Identifiers—*Washington

This second of three related volumes outlines the present status and advancements of the Washington state community college system. Currently, the number of people served by this system exceeds the combined total of all other public higher education institutions in the state; enrollment has doubled in the last four years, and tripled in the past seven. Most of those attending are transfer-oriented; three out of ten enroll in occupational programs. Examples of the progress toward major system goals (outlined in volume 1) follow. Nearly 90 per cent of the state's population is now within one-half hour's commuting time of a community college program. To make the opportunities offered by the colleges known to the community, innovations such as mobile counseling centers have been initiated. The year 1969 saw responsibility for adult education transferred from local school districts to the 2-year college districts. Institutional research and instructional improvement are receiving more attention in the budget, while closer relationships with the community have resulted from increased use of local expertise in the development, design, and conduct of present and future programs. Along with increasing emphasis on individually-paced instruction and continuous enrollment, a systems approach to instruction has been adopted. This approach has also been applied to the district management level through use of a planning, programming, and budgeting system. (JO)

ED 046 376 JC 710 027
Design for Excellence: Washington State Community College System Master Plan. Volume III, Long-Range Development Requirements.
 Washington State Board for Community Coll. Education, Olympia.
 Pub Date [70]
 Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*College Planning, Community Colleges, *Educational Finance, *Educational Resources, *Junior Colleges, *Master Plans
 Identifiers—*Washington

This third of three related volumes estimates the operating and capital resources necessary to support each district in the Washington state community college system during the next decade. Anyone 18 years of age or older is considered a potential consumer of the programs. Because the percentage of the population falling into this category is steadily increasing, and more of them are availing themselves of community college programs, a comprehensive, up-to-date system must be maintained to meet the demand. It is anticipated that growth in state community college enrollment will more than double from 52,700 FTE's in 1969 to 117,300 by 1980. While the college districts have been able to hold down overall costs through serving more students with equivalent resources and deferring some construction expenditures, increases in operating funds will be required to sustain and improve the current level of service. The increasing demand for educational services makes necessary additional instructional and support facilities, whether on campus or in the community. Minimum guidelines for capital construction, developed by the state board, are based on a combination of utilization rates for instructional space and of space per station. These guidelines, coupled with cost-level guidelines, provide solid criteria for the evaluation of capital fund requests. (JO)

ED 046 377 JC 710 028
McPeake, John D. Stanton, Charles M.
Collective Negotiations and the Community College System in Massachusetts: A Case Study.
 Pub Date Oct 70
 Note—19p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Collective Bargaining, *Collective Negotiation, *Employment Problems, Faculty Organizations, Grievance Procedures, *Junior Colleges, Negotiation Agreements, Negotiation Impasses, *Teacher Associations, Unions
 Identifiers—Massachusetts

This report serves as a model of collective negotiations and the community college system. An overview of negotiations in public education is offered, as well as a discussion of the history of faculty organization and the resulting negotiations at Massasoit Community College. Two specific problems arise in negotiations: the recognition of

the bargaining association or associations by the board, and harmony and cooperation within the negotiating unit. Topics for negotiation at Massasoit Community College were: association and faculty members' rights, rights of the board, professional behavior, deduction of professional dues, conditions of employment, faculty benefits, faculty participation in the selection process, grievance procedures; and contracts, evaluation, and non-reappointment. The implications of the contract are that: system-wide negotiations may occur; new bargaining units will develop as new communities of interest become apparent; in the immediate future, the board may use the association to pressure the legislature to speed up growth of the community college system; the contract as a faculty protective device seems to limit improving education; the board may be forced to negotiate on matters of wages; to have to voice in affairs, students may have to organize and negotiate; and there will be future interactions between the association and the board to redefine roles. [Because of marginal reproducibility of original, this document is not available in hard copy.] (CA)

ED 046 378 JC 710 029
Stanton, Charles M.
Community Service and the Need for a Human Resources Center.
 Spons Agency—North Shore Community Coll., Beverly, Mass.
 Pub Date Sep 70
 Note—21p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Community Services, Cooperative Education, *Junior Colleges, Relevance (Education), *School Community Relationship, Student Experience, *Work Experience Programs, *Work Study Programs

Although community colleges have a relatively short period of time to help students learn about society and themselves, the students can gain personal meaning from the concepts and information of course material through related, practical experience. Colleges may, therefore, find it beneficial to incorporate community service experience into the academic program through the coordination of a human resources center. This report offers an in-depth discussion of: (1) the advantages of a community service program; (2) guidelines for a successful program, based on analysis of established programs; (3) difficulties in implementing such a project and suggestions for overcoming them; (4) functions of a human resources center; and (5) suggestions of community agencies to contact for possible participants in service programs. [Because of marginal reproducibility of original, this document is not available in hard copy.] (CA)

ED 046 379 JC 710 030
Epler, Stephen
Report on Visitation to California Community Colleges on Self-Instructional Materials.
 Pub Date [70]

Note—7p.; Seminar paper
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Autoinstructional Programs, *Educational Programs, *Junior Colleges, *Teaching Methods
 Identifiers—California

This study summarizes the findings of the UCLA Education 261D seminar on Self-Instructional Materials (SIM) in Southern California community colleges. It was determined that little is currently being done in the development of SIM. The obstacles it has encountered are faculty who have reservations about the concept of SIM, and those who have an interest in SIM, but have questions on how to implement it. Knowledge and interest in SIM might be developed through word of mouth by deans of instruction, department chairmen, and individual faculty members. This study includes a discussion of support found and needed for SIM, and lists faculty, at each college visited by the seminar group, who are developing it. [Because of marginal reproducibility of original, this document is not available in hard copy.] (CA)

ED 046 380 JC 710 031
The Black Community and The Community College. Action Programs for Expanding Opportunity, A Project Report.

Southern Regional Education Board, Atlanta, Ga.
 Inst. for Higher Educational Opportunity.
 Pub Date Oct 70
 Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—African American Studies, *Black Community, *Counseling, Disadvantaged Youth, *Junior Colleges, *Negro Students, *Recruitment, Special Education, Special Programs

This report describes several action programs to illustrate innovative procedures that show promise of increasing the enrollment of black students and providing programs of such distinct value as to keep them in school. An effective program of recruitment requires cooperation between admissions and counseling personnel of the college and high schools. Recruiting will be more effective when representatives of the college visit the high schools and black high school students visit the colleges. Recruitment should reach into the community through public schools as well as other channels. Effective recruiting requires community-wide moral and financial support. Special services should be made available to black students between the time of application and actual entrance into classwork. The admission of culturally disadvantaged students calls for adaptations in curricular offerings to meet student needs. An increase in the number of black students in a junior college should be accompanied by a study of career opportunities and manpower needs and by the addition of new instructional programs to prepare students for these opportunities. The junior college drop-out rate may be reduced by expansion and innovations in the area of special student counseling services. Action by the state of Florida is cited as an example of statewide planning that may improve higher educational opportunities for blacks. (Author/CA)

ED 046 381 JC 710 032
Research, Innovation and Experimentation.
 Santa Fe Junior Coll., Gainesville, Fla.
 Pub Date Aug 70
 Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Experiments, *Institutional Research, *Junior Colleges, *Research Projects
 Identifiers—*Florida

This is the second in a series of annual presentations on the innovative, experimental, and research activities conducted at Santa Fe Junior College. The studies include: classroom activities, college-wide research, short statements on different instructional approaches to formal dissertation abstracts, subjective observations, intricate experimental designs, and an up-dating of reports presented in last year's publication (ED 034 513). Contributors include faculty, administrative staff members, students, and University of Florida graduate students. (Author/CA)

ED 046 382 JC 710 033
Garrett, Normal L.
A Comparative Study of Recruitment and Selection Procedures and Practices for Junior College Certificated Personnel.

Pub Date Jun 70
 Note—48p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Competitive Selection, *Faculty Recruitment, *Junior Colleges, *Personnel, Personnel Selection, *Recruitment, *Selection, Teacher Recruitment
 Identifiers—*California

This report assesses the feasibility of redesigning the current practices and procedures for recruitment and selection of certified teaching personnel in the Los Angeles Community College District. A descriptive method was used in the study of existing procedures in similar organizations and the procedures were cross-compared with those used in the L.A. Community College District. Interviews were conducted with a representative sample of college placement officers who supply L.A. certificated personnel. It was found that methods used by modern organizations in recruitment of qualified personnel applicants can be applied in the community college area. Other findings and the resulting conclusions and recommendations are presented in this report. A general recommendation is for a board of trustees to make an official policy statement on the recruitment and selection of certified

personnel and for this statement to include the philosophy of the merit system and the principles of hiring the most qualified available instructor regardless of national origin, race, religion, sex, color, or creed. This report includes the following three documents: "A proposed selection procedure for junior college instructors;" "Staff study: Teacher recruitment policy and practice;" and "Third year survey results/An analysis of the characteristics of new full-time faculty in California Community Colleges." (Because of marginal reproducibility of original, this document is not available in hard copy.) (CA)

ED 046 383 JC 710 034

Two, Robert James
Student and Instructor Expectations of Community College Instructors.

Pub Date Jun 70
Note—170p.; Ph.D. dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-1356, Microfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, Faculty Evaluation, *Junior Colleges, *Student Opinion, Student Reaction, *Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior, *Teacher Role

This study examined the nature of and major differences between certain expectations held by the adult education, occupational, and transfer students and their instructor counterparts—expectations of the instructor as director of learning in a community college setting. Data were collected by means of Instructor Behavior Questionnaires developed by the author and administered to 315 students and instructors in a community college in Oregon. Findings were analyzed for each of the following five aspects of the role of instructor (as director of learning and/or as a total role): (1) use of instructional methods and materials; (2) personal relationships; (3) management and control of learning activities; (4) communication of information pertaining to the course; and (5) evaluation of student progress. The most significant finding was that all groups involved had stronger feelings toward the personal relationship part of the role of the instructor. Students were the most concerned with being treated as dignified human beings. On the basis of this finding, it appears that studies designed to identify and distinguish variables in personal relationships of instructors with students should produce worthwhile information for those responsible for the improvement of instruction in community colleges. (CA)

ED 046 384 JC 710 035

Riess, Louis Charles
Institutional Attitudes Relating to Faculty Participation in California Community College Governance.

Pub Date 70
Note—244p.; Doctoral dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-687, Microfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrator Role, Doctoral Theses, Faculty, *Faculty Organizations, *Governance, *Junior Colleges, *Participation Identifiers—California

This study examined the degree and nature of current faculty participation in decision making in California community colleges, and, in the judgment of faculty members and administrators, the degree to which faculty members should participate. A random sampling of the staff of 81 community colleges during the fall of 1969 resulted in completed questionnaires from 111 administrators and 171 faculty members. The subjects showed a significant difference when current or recommended degrees of faculty participation in decision making were compared. Faculty perceived less current faculty participation and recommended a higher degree of faculty participation than the administrators. Academic faculty recommended more faculty participation than applied faculty. The faculty and administrators suggest that the academic senate is the most appropriate and effective model to provide a significant increase in faculty participation in decision making. Community colleges should develop an administrative process based on the principles

of participative management. Community college trustees, administrators, and faculty should work to strengthen local and statewide academic senates and to remove community colleges from under the jurisdiction of the Winton Act. The president should establish a joint faculty, administrator, student, and classified staff committee system. (Author/CA)

ED 046 385 JC 710 036

Corlett, Donald Frederick
The Development of a Model for Instructor Tenure in the Community College.

Pub Date 70
Note—167p.; Doctoral dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-10,322, Microfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Court Cases, Court Litigation, Doctoral Theses, Job Tenure, *Junior Colleges, Probationary Period, *Teacher Employment, *Teacher Welfare, *Tenure

This study was undertaken to determine the information that experience has shown is legally necessary for tenure policies, and to establish a model that would permit adaptation to local conditions. A study, analysis, and summary of the concept of instructor tenure is offered as it pertains to public elementary schools, secondary school systems, and higher education. The similarities and differences between instructors in community colleges and in other systems are listed. Legal trends established in recent court cases are discussed in three functional classifications. The first is a study of court cases by type of case (cases involving involuntary action, dismissal, and abolishment of positions). The second is a study of court cases by cause of litigation (rights of a probationary instructor, a determination of tenure status, and the adequacy of charges and hearing of tenured instructors). The third is a study of cases according to a consideration of charges (immorality, impropriety, incompetence, insubordination, non-compliance with local rules, good cause, irremediable behavior, illegal appointment, and vacating duties). The author presents his findings as they relate to the original hypotheses, a structural model for instructor tenure policy for the community college, and recommendations and suggestions for further research. (CA)

ED 046 386 JC 710 037

Davis, Billy Hampton
The Community Junior College Experience as Perceived by Students Who Have Withdrawn.

Pub Date 70
Note—150p.; Doctoral dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-12,743, Microfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Dropout Attitudes, Dropout Research, Dropouts, *Junior Colleges, Negro Students, Student Alienation, Student Attitudes, *Student College Relationship, Student Opinion, *Student Reaction, *Withdrawal

This study attempts to deal with the pressing issues now confronting junior colleges through an investigation of the student's perception of his college experience. One hundred forty-one withdrawers who enrolled in fall 1967 as full-time, first-time freshmen in three Florida junior colleges were interviewed. They were found to be pragmatic, materialistic, and able to recognize higher education as one of the major prerequisites for upward mobility. They chose junior colleges for reasons of economics and convenience, and because they presented less of a threat than 4-year colleges. A sizeable minority did not have a positive perception of their college experience. They criticized counseling and lack of faculty interest and evaluation. Negro withdrawers, entering college with a higher level of confidence than the white withdrawers, left with less positive perceptions. The reasons for withdrawal are: finances, irrelevancy of college education, discouragement with meeting academic standards, marriage, health, and family problems. Withdrawers seem more disappointed with themselves than with their college for their unsuccessful efforts to further their education. Only 18 per cent of the withdrawers sought assistance to stay in college. (Author/CA)

ED 046 387 JC 710 038

Basseri, Jamshid
A Design for Cooperative Merchandising Mid-Management Training in the California Public Community Colleges.

Pub Date 70
Note—285p.; Doctoral dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-22,801, Microfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Cooperative Education, Doctoral Theses, *Junior Colleges, *Management Education, Manpower Development, *Merchandising, Work Experience Programs, *Work Study Programs

Identifiers—*California

Cooperative education depends on employers and educators working together to form a superior total educational curriculum for the student. It is believed that mid-management training, a first-level supervisory position, can be given to the community college. It is also believed that learning takes place because of what the student can be led to want, think, and do. Cooperative mid-management training gives students inducements to learn what is satisfying to them and useful in future work. This study was limited to California public community colleges. The literature of the field was surveyed to identify critical needs in cooperative and mid-management training and to develop an inquiry form and job requirements. These requirements were verified with executive personnel in merchandising who supervise mid-managers, and mid-managers who occupy such merchandising positions. The suggested curriculum, course outlines, and other information compiled in the course of the study constituted the basis of this thesis. (Author/CA)

ED 046 388 JC 710 039

Brinkman, Fred John
Analysis of the Characteristics of Selected Vocational Students with Implications for Guidance and Counseling.

Pub Date 70
Note—282p.; Doctoral dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-24,350, Microfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Counseling, Doctoral Theses, *Evening Students, Guidance, *Junior Colleges, *Occupational Guidance, Students, *Vocational Education

The major emphasis of the study is determining characteristics of the student population enrolled in evening programs of the community college and, through analysis, assessing the relevant implications for guidance and counseling. The procedure used includes a review of the literature, development of an original survey instrument, administration of the instrument to 6,147 evening-division students, and an analysis of the data derived from their responses. Findings included: (1) two-thirds of the evening students had enrolled in educational programs because they anticipated a direct benefit either to present or future employment; (2) three-quarters of the students were pursuing an educational program related to career development; (3) 70 per cent expected to obtain employment or job advancement as a result of completing their classes; (4) more than half the students planned to graduate from the community college; and (5) approximately one-fifth were uncertain of their plans. The guidance staff needs both a background in and an appreciation of the world of work and the role of guidance and counseling needs to be reassessed. There must be recognition of the changing role of women in the world of work. Follow-up studies are essential to provide verifiable data on the relevance of a course to employment and on the employment and job opportunities resulting from the completion of minimal amounts of course work. (Author/CA)

ED 046 389 JC 710 040

Ford, Charles Willard
Change and Resistance to Change: A Case Study of Latent Transfers in a Community College.

Pub Date May 70
Note—194p.; Ph.D. dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

(Order No. 71-7163, Microfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Junior Colleges, School Organization, *School Orientation, *Transfer Programs, *Transfer Students, *Vocational Education

This study asserts that 2-year institutions, which of necessity establish a pragmatic philosophy of concern for the immediate, must examine their goals and direction. The study hopes to clarify the philosophical debate between the transfer and the career function of the 2-year institution. The fundamental question is whether a single-purpose institution, dedicated to the task of preparing students for immediate employment of a technical nature, can serve the function of a comprehensive institution, considering student choice upon exit. The study focuses on the latent transfer student and the institution. Students who transferred into a B.A. program at a 4-year college from a career program in a 2-year (terminal) college were examined by a questionnaire. The structure of the study was based on the open-system approach theory. A review of related literature concluded that for two-thirds of the latent transfer students the 2-year college is quite functional, their greatest problem being loss of credit in the transfer process. This report points out important factors in the background of latent transfers, the sources of influence in their educational lives, their plans for education, and the time their educational decisions were made. The study concludes that the 2-year college not only can, but has, become a comprehensive institution serving vocational and preparatory functions. (CA)

ED 046 390 JC 710 041

Lombardi, John

The President's Reaction to Black Student Activism.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Report No.—Topical-Pap-16

Pub Date Jan 71

Note—33p.

Available from—UCLA Students' Store - Mail Out, 308 Westwood Plaza, Los Angeles 90024 (\$0.85)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Administration, Administrative Problems, *Administrator Attitudes, *Junior Colleges, *Negro Students, *Presidents, Student College Relationship

This topical paper summarizes the variety of responses made by individual junior college presidents to the demands (position papers) of black student activists. The first section of the report presents the presidents' attitudes, illustrated in part by their own statements. The second section presents a selected number of presidents' formal responses to the black students' demands. A formal response pattern evolved in which replies followed the same format as the demands that were presented. The relative success of black activists is due to: (1) the administrators' fear of violence; (2) the possibility that violence might lead to race riots; and (3) the willingness of black students to resort to violence to obtain concessions. Most of the black junior college presidents who have been appointed in the last five years might be considered the beneficiaries of activism. While they have as little control as white presidents over the major social forces contributing to the unrest among blacks, they can bring to the college a greater sensitivity to the needs and aspirations of black students. Other related documents by the author are ED 041 578 and ED 042 453. (CA)

ED 046 391 JC 710 042

Bandy, Marion K.

The Enrollment Status of Foreign Students Attending California Community Colleges.

Pub Date Jan 71

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Enrollment, Enrollment Rate, Enrollment Trends, *Foreign Students, *Junior Colleges, *Tuition

Identifiers—*California

This discussion of enrollment status of foreign students attending California community colleges is based on information from a survey, conducted in December 1970 and January 1971, of 84 community colleges in California. Ninety-six per cent

of the colleges reported enrollments of students from foreign countries with the student's visa F-1. Sixty-four (79 per cent) of the colleges that enroll foreign students levy a tuition charge; 49 of these colleges charge foreign students out-of-state fee tuitions. Seventy-one colleges commented on what determined the number of foreign students enrolled. Anticipated changes in foreign student programs are briefly discussed. (CA)

ED 046 392 JC 710 043

Paulin, Kenneth C. Bittner, John R.

Student Value Structures: Key to Interpersonal Interaction in the College Community.

Pub Date [70]

Note—10p.; Paper presented at the 1971 Annual Meeting of the American Educational Research Association, New York, New York

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Beliefs, Counseling, *Junior Colleges, Social Attitudes, *Student Behavior, Student Opinion, *Student Reaction, *Values

This study attempts to discover whether personal value structures are present at the personality level of student interaction (1) when there are no specific issues confronting the student, or (2) when issues are present and interaction results in linkage of the student value structure with a particular issue. Based on the results of a differential value profile, 47 students were placed in 11 discussion groups to discuss one of the following six value topics: aesthetic, material, power, intellectual, humanitarian, and religious. The members of each group had a similar hierarchy of values. In phase one, five groups chose topics corresponding to their value hierarchy. The aesthetics were the only value groups not to choose a corresponding topic. Only three of the groups chose discussion leaders whose value hierarchy was the highest for the group. In phase two, the groups were reorganized with a "plant" in each group. Nine of the groups chose the "plant" as discussion leader. The study thus indicates that (1) personal value structures become a factor in student behavior only when aligned with an issue and when value conflicts arise between individuals and the issue; and (2) when an opposing issue is presented to a group, the person whose value hierarchy was congruent to the issue is perceived by the group as best able to cope with the issue. It is recommended that counselors working with students experiencing value conflicts try to identify the underlying issues. (CA)

ED 046 393 JC 710 044

Mitchell, David C.

Urban Community College Students' Aspirations, Academic Success and Beliefs in Internal-External Control.

Pub Date [70]

Note—11p.; Paper presented at the 1971 Annual Meeting of the American Educational Research Association, New York, New York

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Aspiration, *Caucasian Students, *Junior Colleges, *Negro Students, *Reinforcement, Self Actualization, Self Control, Student Motivation

This study examined urban community college students' aspiration and degree of achievement and their responses to the items on an I-E scale to determine the relationship between their aspiration and performance and their belief about internal vs. external control of reinforcement. No values are associated with internality or externality. Approximately 800 students, grouped by sex and race, were tested in spring 1971. White male, academically successful, high educational aspirants were found to be more internal on personal control than were academically unsuccessful, low aspirants. Among black males, those high aspirants to non-traditional occupations were more external on the individual-system blame dimension than were low aspirants. Most analyses reveal no contrasts on I-E tests within separate sex-by-race groups. The conclusion shows that I-E offers little help in explaining differences between urban community college students when levels of aspiration and academic success are defined by absolute criteria. (CA)

ED 046 394 JC 710 045

Richards, James M., Jr. And Others

Faculty and Curriculum as Measures of Two-Year College Environments.

Pub Date [70]

Note—9p.; Paper presented at the 1971 Annual Meeting of the American Educational Research Association, New York, New York

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Environment, *Curriculum, *Educational Environment, *Faculty, *Junior Colleges

To examine the 2-year college environment, 1969-70 catalogs for 94 2-year colleges were studied. The number of faculty, courses, and degrees in various fields were classified into six types—Realistic, Intellectual, Social, Conventional, Artistic, and Enterprising—based on Holland's theory of vocational choice. The resulting profiles were analyzed in terms of three components: elevation, scatter, and shape. The faculty and curriculum profile are closely tied to psychological theory, are independent of student characteristics, appear to reveal differences among colleges in relative emphasis on subject matter areas, and are meaningfully related to other measures of the college environment. Therefore, such profiles appear promising for the study of 2-year college environments, and provide a common framework for studying 2-year and 4-year colleges. (Author/CA)

ED 046 395 JC 710 046

Cohen, Arthur M. Brawer, Florence B.

The Dynamic Interaction of Student and Teacher. California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Report No.—Topical-Pap-17

Pub Date Feb 71

Note—26p.

Available from—UCLA Students' Store - Mail Out, 308 Westwood Plaza, Los Angeles, California 90024 (Price available on request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Communication, Faculty Evaluation, *Junior Colleges, *Student Reaction, *Student Teacher Relationship, *Teacher Behavior, *Teacher Evaluation, Teacher Influence

This topical paper discusses the concept of teacher-student interaction. In an attempt to apply the concept to junior colleges, the paper presents the findings of several research studies in which the types and extent of interaction have been assessed at other levels of schooling. Only a few of the ways in which teachers and students relate are considered: (1) relationship in class; (2) out-of-class contact; (3) potential effects of interactions on student attrition; (4) cognitive learning; (5) student development; and (6) faculty satisfaction. This paper will be a chapter in a forthcoming book, *The Community College Instructor: Person and Profession*, to be published by Prentice-Hall, Inc. (Author/CA)

ED 046 396 JC 710 047

Kerstiens, Gene

Directions for Research and Innovation in Junior College Reading Programs.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Report No.—Topical-Pap-18

Pub Date Feb 71

Note—24p.

Available from—UCLA Students' Store - Mail Out, 308 Westwood Plaza, Los Angeles, California 90024 (Price available on request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Reading Programs, *Educational Research, *Junior Colleges, *Reading, Reading Centers, Reading Materials, *Reading Research, Reading Skills, Remedial Reading Programs, *Research

This topical paper discusses briefly the status of research in junior college reading/study skills programs. Specific gaps in research and the fundamental reasons for them are examined. Several areas in critical need of immediate and long-range study are identified. Tests, materials and their selection, programs and approaches, and student motivation are also discussed. Two measures are proposed, which, if implemented, could favorably affect the status of research in the field of reading and eventually improve instructional practices. (Author/CA)

ED 046 397 JC 710 049

Frankie, Richard J.

The Junior College and the Courts: Summaries of Decisions Related to Authorization and Control. The Junior College and the Courts, Part I: Authorization and Control.

Pub Date 70

Note—90p.

Available from—MONCO Printing and Publishing Company, Box 278, Damascus, Maryland 20750

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Boards of Education, *Court Cases, *Court Litigation, *Governance, *Governing Boards, *Junior Colleges, Legal Problems, Power Structure, Regional Planning

This, the first of a series of three publications dealing with the junior college and the courts, summarizes 17 selected case decisions from 1929-70 relating to the authorization and control of the junior college. The cases, treated chronologically, involve private and public colleges. The legal aspects are complex and often in conflict, for the legal bases for education include: (1) constitutions of the various states; (2) constitution of the United States; (3) statutory laws of the states; (4) statutory laws of the national government; (5) decisions of the supreme courts of several states; and (6) decisions of the U.S. supreme court. This work is not intended as a substitute for the professional services of attorneys, but should be used to refer to previous decisions and to stimulate questions about complex legal questions facing the junior college today. Included in this document are the annotated tables of contents for The Junior College and the Courts, Part II: Legal Aspects Concerning Finance and Taxation; and Part III: Legal Aspects Concerning Faculty and Students. (CA)

LI

ED 046 398 **LI 002 377**
Quality Care—Community Service—Library Service.

National League for Nursing, New York, N.Y.
Report No.—Publ-14-1373

Pub Date 69

Note—18p.; Papers presented at the Program Meeting of the Interagency Council on Library Tools for Nursing at the 1969 Convention of the National League for Nursing

Available from—National League for Nursing, 10 Columbus Circle, New York, N.Y. 10019 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Health Personnel, Hospital Personnel, *Library Reference Services, *Library Services, *Medical Libraries, Nurses

The three papers presented at the Program Meeting of the Interagency Council of Library Tools for Nursing at the 1969 Convention of the National League for Nursing are: (1) Library Service for the Hospital Nurse by Jane M. Fulcher, (2) Library Service for the Public Health Nurse by Eleanor E. Lefson and (3) Health Services Libraries as a Community Resource for Health Personnel by Joan M. B. Smith. (MF)

ED 046 399 **LI 002 390**
Donahugh, Robert H.

An Evaluation of Reference Resources in Eight Public Libraries in Four Ohio Counties.

Youngstown and Mahoning County Public Library, Youngstown, Ohio.

Spons Agency—Ohio State Library, Columbus.
Pub Date 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—County Libraries, Evaluation, *Library Materials, *Library Surveys, Public Libraries, *Reference Books, *Reference Materials

Identifiers—*Appalachia Improved Reference Services, Ohio

A survey of the present reference resources was conducted as part of the Appalachia Improved Reference Services, a federally funded program to up-grade reference services in eight libraries in four counties in East Central Ohio. General recommendations include: (1) the libraries need recent materials, especially text type materials in the basic sciences; (2) the libraries need up-to-date solid materials in the areas of economics, banking, insurance, real estate, and statistics and (3) the libraries should concentrate on weeding in order to provide needed space and to eliminate useless, out-dated materials that is giving wrong information to patrons. In addition to these general recommendations, specific recommendations are given for each of the libra-

ries. Appendix A contains a list of fifty recommended basic reference tools. Appendix B is "Holdings of Surveyed Libraries in ALA's Reference Books for Small and Medium Sized Public Libraries." Appendix B is not reproduced here because it consists of a 143 page checklist. (MF)

ED 046 400 **LI 002 394**
Wicker, Roger And Others

Microfiche Storage and Retrieval System Study: Final Report.

System Development Corp., Falls Church, Va.
Report No.—TM-WD-(L)-355/000/01

Pub Date 10 Aug 70

Note—51p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD 710 000, MF \$95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Information Retrieval, *Information Storage, *Microfiche, Microfilm, Microform Reader Printers, Microform Readers, *Microforms, Questionnaires, *Use Studies

System Development Corporation's (SDC) exploration of microform state-of-the-art and current research reveals developments which will be applicable to the requirements of many small Department of Defense (DoD) users and similar facilities in the next two to five years. The study's survey of the small user population reveals a variety of user types, each with differing microfiche storage and retrieval needs. However, it is anticipated that as microfiche increasingly replaces hard copy and as equipment innovations continue to make the medium more attractive to users, the need and demand for more convenient storage and retrieval equipment will grow rapidly. SDC has documented design objectives and specifications for two microfiche storage and retrieval devices appropriate to the storage and retrieval requirements for two categories of Defense Documentation Center (DDC) users. One is a relatively low-cost system utilizing cartridges for storing and handling of microfiche. This system is recommended primarily for small users with active collections under 10,000 in size. The second system is a fully automated, modular system which provides for on-line operation of a variety of output devices including reader-printers, duplicators and remote terminals. This system is recommended primarily for users with active collections up to 30,000 in size. (Author)

ED 046 401 **LI 002 395**
Brichford, Maynard J.

Scientific and Technological Documentation: Archival Evaluation and Processing of University Records Relating to Science and Technology.

Illinois Univ., Urbana.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 69

Note—38p.

Available from—University of Illinois, Graduate School of Library Science, Urbana, Illinois 61801 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Archives, College Libraries, *Documentation, *Information Storage, Librarians, *Library Education, *Library Technical Processes, University Libraries

The purpose of this study is to assist the university or college archivist in his understanding of the problems involved in processing an important type of archival material that relates to scientists and engineers. It provides perspectives, suggestions, and facts which will assist archivists in identifying, collecting, and preserving historical documentation needed for the appraisal of academic contributions to scientific knowledge, the dissemination of scientific information and scientific education. The policies and procedures given are generally applicable to scientific and technical documentation. (MF)

ED 046 402 **LI 002 396**
The User Questionnaire in a Descriptive Analysis of Selected Public Libraries in New York State.

New York State Education Dept., Albany. Div. of Evaluation.
Pub Date Oct 67

Note—66p.

Available from—Division of Library Development, The New York State Library, Albany, New York 12224

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Evaluation, *Library Research, *Library Surveys, Methodology, *Public Libraries, *Questionnaires, Statistical Surveys, *Use Studies

Identifiers—*New York

The unique feature of this survey lies in its ability to define the type of user and the percent of library use based on the potential number of users in the service area. This survey classifies users by their educational level and compares the number of these users having a particular kind of education with the number in the community as a whole having the same type of education. Information solicited was deliberately planned to interweave with other publicly gathered information dealing with New York State's total population to give the proportion of population groups using the library. The user survey information is related to other available information so that broad trends and problem areas in library service could be highlighted. (MF)

ED 046 403 **52** **LI 002 397**
Holmes, Donald C.

Determination of the Environmental Conditions Required in a Library for the Effective Utilization of Microforms. Interim Report.

Association of Research Libraries, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0786-1

Pub Date Nov 70

Contract—OEC-0-8-080786-4612(095)

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environmental Influences, *Information Utilization, Library Education, Library Guides, Library Instruction, *Library Research, Library Science, *Library Services, *Microforms

This report contains recommended guidelines for selected aspects of the environment affecting the use of microforms. Environmental factors discussed include those related to the convenience and comfort of the readers and the custodianship of the material. The recommendations focus on daily routine problems faced by librarians and readers when using microforms, and are addressed toward the basic and fundamental considerations to which the librarian must address himself if readers are to feel comfortable in the use of microforms and accept them as viable information carriers. Technical details are relegated to appendixes for the technically oriented readers, and a glossary of terms is provided. (AB)

ED 046 404 **52** **LI 002 398**
Reichmann, Felix Tharpe, Josephine M.

Determination of an Effective System of Bibliographic Control of Microform Publications. Interim Report.

Association of Research Libraries, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0786-1

Pub Date Nov 70

Contract—OEC-0-8-080786-4612(095)

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, Catalogs, *Classification, Guides, Librarians, *Library Services, Library Technical Processes, *Microforms

This interim report provides some guidelines for the bibliographic control of microforms which at the present time is either inadequate or non-existent on a local level within a given library. A literature search and direct inquiry of librarians revealed that adherence to cataloging rules is inconsistent, there is wide variation in microform classification, microform listing in public catalogs is unsatisfactory, guides for microform holdings are not widespread or standardized, microforms are universally shelved separate from the book collection, microform service is assigned to professional librarians infrequently, U.S. librarians are dissatisfied with their own lack of bibliographic control and the "National Register of Microform Masters" is neglected. Chapter VI lists recommendations for alleviating these problems. A guide to microform bibliographies is appended. (AB)

ED 046 405 LI 002 399

Cottrell, William B. And Others
The Operation of a Specialized Scientific Information and Data Analysis Center With Computer Base and Associated Communications Network.
Oak Ridge National Lab., Tenn.
Spons Agency—Atomic Energy Commission, Oak Ridge, Tenn.

Report No.—ORNL-TM-3078

Pub Date Aug 70

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, *Information Centers, Information Retrieval, Information Storage, *Information Systems, *Nuclear Physics, *Safety, *Telecommunication
Identifiers—Coast Guard, NSIC, *Nuclear Safety Information Center

The Nuclear Safety Information Center (NSIC) is a highly sophisticated scientific information center operated at Oak Ridge National Laboratory (ORNL) for the U.S. Atomic Energy Commission. Its information file, which consists of both data and bibliographic information, is computer stored and numerous programs have been developed to facilitate the use of this information. The Center maintains part of a small communications network which now includes 13 remote terminals (6 in NSIC offices) through which most information is added to the computer and much is routinely retrieved. The supporting programming permits extensive manipulation of the computer stored information as well as interactive telecommunications from all of the remote terminals. The report gives recommendations for the development of an information system for the Coast Guard which include an interim system for immediate use prior to the development of the ultimate system. The former would include installation of a teletype unit at NSIC to connect to an existing Coast Guard system through which unit, and a manual link, information could be retrieved from a computer store developed at ORNL. The ultimate system would involve transfer of the computer store to the CDC to be installed at Coast Guard Headquarters and a network of remote consoles including one at NSIC for the maintenance of the store. (Author/AB)

ED 046 406 LI 002 421

Evaluation Number Two, Texas State Library Communication Network, 1969.

Texas State Library, Austin. Field Services Div.

Pub Date 70

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Evaluation Criteria, Interlibrary Loans, Library Acquisition, *Library Cooperation, *Library Networks, *Library Services, Library Technical Processes, *Unit Costs

Identifiers—Telex, *Texas

A companion to ED 029 678 which provided a preliminary evaluation for 1968, this evaluation covers the third six months of operation of the Texas State Library Communication Network. Background information on the Network and the evaluation criteria are given. Data sources included Network Transaction sheets, questionnaires completed by Network participants, personal interviews, unsolicited letters, and Texas State Library summary data. Data summaries are provided for cost, improved interlibrary cooperation, accelerated processing of interlibrary loans, improved patron satisfaction, indication of adequacy of basic collections, and characteristics of network use. Findings related to the data summaries are given and recommendations are made for network and Telex management, data collection and reporting, and future evaluations. A supplement to this document is planned to provide more detailed information on unit costs and the flow patterns. (AB)

ED 046 407 LI 002 422

Kronus, Carol Lefson

Inducing Attitudinal Change Among Librarians: An Evaluation of the Institute on Public Library Service to the Inner City.

Illinois Univ., Urbana. Library Research Center.

Pub Date 70

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Inner City, Institute Type Courses, *Librarians, Library Education, Library Programs, *Library Services, *Semantics, Social Exchange Theory, Urban Environment

Using the Semantic Differential, the attitudes of thirty-five public librarians participating in a training program on library service to the inner city were measured before and after the conference. A group of thirty public librarians in similar positions in large cities was randomly selected and measured with the same instrument to serve as a basis of comparison and control. Three of the five concepts tested—Community Involvement in Planning Library Programs, The Urban Poor, and Library Institutes as Educational Devices, underwent statistically significant changes as a result of the five-day institute. Comparing the post-test scores of participants and the control group reveals that participants' opinions of four of the five issues moved in the opposite direction from the views of their colleagues. A discussion of two competing theories of why attitudes change in institute settings—interpersonal context versus ideational content follows, with hypotheses for testing their relative influence. (Author)

ED 046 408

LI 002 423

Whittenburg, John A. Baker, Gail L.

Exploratory Investigation of Information Needs of Individuals and Institutions.

American Psychological Association, Washington, D.C.

Report No.—OCMD-11-70-TR-11

Pub Date Nov 70

Note—23p.

Available from—National Information System for Psychology, American Psychological Association, 1200 Seventeenth Street, N.W. Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Individual Needs, *Information Needs, *Institutions, Psychology, Publications, Questionnaires, Research, Use Studies

Identifiers—*National Information System for Psychology, NISP

Two questionnaires were sent to individual and institutional subscribers to the American Psychological Association's Experimental Publication System (EPS) to investigate types of manuscripts and lengths of information units needed to support different job-related tasks. Basic findings from the questionnaire sent to individuals were that review or summary articles were most frequently judged useful, while theoretical articles were judged least useful. Also, almost all of the respondents selected abstracts or short versions to support their job-related tasks, but very few selected citations or complete text. With regard to the relationship between types of articles selected and work settings, those involved in basic research or training and education indicated the need for a greater range of types of articles than did those involved in applied research or management. Findings from the questionnaire sent to institutions were that descriptors used by academic institutions to characterize their subject matter requirements were more abstract and more discipline- and content-oriented, while those used by non-academic organizations were less abstract and more problem- and specialty-oriented. These findings have implications for designing EPS to better meet individual and institutional information needs. (Author)

ED 046 409

LI 002 424

Texas State Library Centralized Processing Center. Manual.

Texas State Library, Austin.

Pub Date 66

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Centralization, Instruction, *Library Cooperation, Library Networks, *Library Services, *Library Technical Processes, Manuals, Policy, *State Libraries

Identifiers—*Centralized Processing Center, CPC, Texas

This manual of the Centralized Processing Center (CPC) was published in 1966 by the Texas State Library as an introduction to, and explanation of, its services. The CPC is defined as a service center which receives requests for material from member libraries, then orders, receives, classifies, catalogs, prepares catalog and shelf list cards, and further prepares the material for use by its members. The manual discussed the following in detail: (1) procedural instructions to members, (2) policies of the Center and (3) procedures used at the Center for ordering, cataloging, receiving and shipping documents.

Appendices include: I. Membership Contract and Questionnaire sent to prospective members; II. Forms and Formats; III. Directory of Members and IV. Procedural Flow Charts. (SG)

ED 046 410

LI 002 426

Scientific and Technical Information in Canada, Part I.

Science Council of Canada, Ottawa (Ontario).

Pub Date 69

Note—62p.; Special Study 8

Available from—Queen's Printer for Canada, Ottawa, Canada (\$1.50)

Document Not Available from EDRS.

Descriptors—Foreign Countries, Information Dissemination, *Information Needs, Information Networks, *Information Science, *Information Services, *Information Sources, Information Utilization, *Technical Reports

Identifiers—*Canada, Scientific and Technical Information

This publication contains Part I of the report by a study group dealing with the information requirements of the scientist, technologist and technician in Canada. These include such things as economic, statistical, and engineering data, medical and pharmaceutical information. In examining the many facets of the creation, handling, and use of scientific and technical information, the study group was concerned with services and users in the industrial, government, and university sectors; information handling techniques and types of sources, specifically library and international resources; education and training of information personnel and the user; and the economics of information handling. Detailed discussions of these areas are published separately as Part II of this report. The individual Chapters of Part II (available as LI 002 427 through LI 002 433), reflect the views and recommendations developed by the subgroups acting independently. Summaries of the subgroup reports and their full recommendations are given in the appendices to this section of the report. The recommendations in Part I cover only the major actions required to implement the findings of the study group. (Author/NH)

ED 046 411

LI 002 427

Scientific and Technical Information in Canada, Part II, Chapter 1: Government Departments and Agencies.

Science Council of Canada, Ottawa (Ontario).

Pub Date 69

Note—168p.; Special Study 8

Available from—Queen's Printer for Canada, Ottawa, Canada (\$1.75)

Document Not Available from EDRS.

Descriptors—Foreign Countries, *Government (Administrative Body), Government Libraries, *Government Role, Information Centers, *Information Science, Information Services, *Information Sources, *Information Utilization, Technical Reports

Identifiers—*Canada, Scientific and Technical Information

Canada's major scientific and technical information resources are supported largely by the Federal Government. They consist of libraries, data files, specialized information centers, and field services. The Canadian Government has no overall policy concerning the handling of scientific and technical information. The need for a national information focus is now evident. The capability for research on information transfer, for the application of new technologies, and for training information personnel, must be significantly improved. Recommendations resulting from this study include: (1) the Canadian Government define a national policy to stimulate and guide the evolution of nation-wide information services; (2) a central agency be established to implement government policy; (3) federal government agencies to be responsible for information activities relevant to their missions; (4) the central agency review this report and develop an effective national information network; (5) government departments take action to improve the generation, handling and use of information they need and (6) an advisory committee for scientific and technical information be established to advise the central agency. (Author/NH)

ED 046 412

LI 002 428

Scientific and Technical Information in Canada,

Part II, Chapter 2: Industry.

Science Council of Canada, Ottawa (Ontario).

Pub Date 69

Note—80p.; Special Study 8
Available from—Queen's Printer for Canada, Ottawa, Canada (\$1.25)

Document Not Available from EDRS.

Descriptors—*Electronic Data Processing, Foreign Countries, *Industry, *Information Dissemination, *Information Needs, *Information Networks, *Information Science, *Information Utilization, National Programs, Technical Reports

Identifiers—*Canada, Scientific and Technical Information

Canada can not afford to have valuable information restricted to a few users or to have it lie dormant and unused. A freer flow of information could reduce duplication and unnecessary research and will expedite innovation. Modern methods of storage, retrieval, and dissemination could be utilized to provide information that is timely, appropriate and effective. Recommendations of this study include: (1) the Federal Government establish a co-ordinating agency responsible for the development of national and regional systems to provide scientific and technical information services in Canada, (2) the co-ordinating agency establish a national referral center to direct users to the best available information sources, (3) the agency promote the creation of regional information systems to primarily serve industry, (4) the agency explore the feasibility of developing specialized technology-oriented information centers to meet the needs of particular industries, (5) the agency encourage responsible agents to develop other special services and (6) industrial management provide adequate internal information facilities and train technical staff to appreciate their value and use them. (Author/NH)

ED 046 413 LI 002 429
Scientific and Technical Information in Canada,
Part II, Chapter 3: Universities.

Science Council of Canada, Ottawa (Ontario).
Pub Date 69

Note—115p.; Special Study 8
Available from—Queen's Printer for Canada, Ottawa, Canada (\$1.75)

Document Not Available from EDRS.

Descriptors—Foreign Countries, *Information Needs, *Information Networks, *Information Science, *Interlibrary Loans, National Programs, Personnel Needs, Training, *Universities, University Libraries

Identifiers—*Canada, Scientific and Technical Information

The universities' need for knowledge is expanding with the knowledge being created, but the need is for knowledge to be readily available, not for it to be permanently stored on each campus. To accomplish this entails dedicating existing libraries to the service of all universities through interlibrary loans, extending interlibrary cooperation to embrace coordination of purchasing and cataloging, establishing regional storage centers for little-used materials, and acceptance of a retirement policy for library holdings that would optimize conservation of useful knowledge, on the one hand, and use of storage facilities and human resources on the other. This new approach would also bring university libraries into a more relevant relation with society especially the industries which help support the universities. Universities are a major source of the manpower possessing the skills needed for creating a national information network and for training the personnel to operate the network. Recommendations for policies to achieve a national information network and for training personnel to operate the network are listed. (Author/NH)

ED 046 414 LI 002 430
Scientific and Technical Information in Canada,
Part II, Chapter 4: International Organizations
and Foreign Countries.

Science Council of Canada, Ottawa (Ontario).
Pub Date 69

Note—63p.; Special Study 8
Available from—Queen's Printer for Canada, Ottawa, Canada (\$1.00)

Document Not Available from EDRS.

Descriptors—Foreign Countries, Information Dissemination, *Information Networks, Information Processing, *Information Science, *Information Services, *Information Utilization, *International Organizations, International Programs

Identifiers—*Canada, Scientific and Technical Information

International organizations concerned with information handling are working toward the adoption of compatible procedures and the eventual development of information networks capable of identifying and retrieving any published information from any country. Canada depends heavily on foreign information and technology, and uses various foreign information services extensively. Effective exploitation of networks providing relevant information when and where it is required will accelerate economic growth. Therefore, Canada should ensure the continued and improved availability of information by developing internal networks and by cooperating diligently with foreign and international networks, and create an intellectual climate that encourages the utilization of information. It is recommended that a national focus for scientific and technical information be established to: (1) ensure Canada's interests are considered in international negotiations affecting information exchanges, (2) coordinate and stimulate internal information networks that will contribute to and make use of international information services and (3) stimulate the export of indigenous communications and work toward adoption of internationally compatible operating procedures. (Author/NH)

ED 046 415 LI 002 431
Scientific and Technical Information in Canada,
Part II, Chapter 5: Techniques and Sources.

Science Council of Canada, Ottawa (Ontario).
Pub Date 69

Note—99p.; Special Study 8
Available from—Queen's Printer for Canada, Ottawa, Canada (\$1.25)

Document Not Available from EDRS.

Descriptors—*Electronic Data Processing, Foreign Countries, Information Networks, *Information Processing, *Information Science, *Information Services, *Information Sources, Information Utilization, International Programs

Identifiers—*Canada, Scientific and Technical Information

A number of large information systems operating in countries other than Canada were investigated. Some of these systems or combinations of them can be used as models for pilot applications in Canada. Some research and considerable development are required, however, to enable them to meet specific Canadian requirements. To create regional and national networks of systems, Canada must increase research in information science. Further education and training of librarians, information specialists, and users are needed to cope with the extensive changes in staffing and organization of scientific and technical information (STI) services. Standardization in the methods and procedures for indexing, coding, storage and retrieval of STI are essential for national and international exchange of information. Canada provides less than three per cent of the world's STI, therefore, she should be seriously concerned with developing systems that can utilize information from many sources. Active participation in international standardization bodies is necessary to assist Canada in developing STI systems that will be compatible with systems in other countries. Recommendations from the study are listed. (Author/NH)

ED 046 416 LI 002 432
Scientific and Technical Information in Canada,
Part II, Chapter 6: Libraries.

Science Council of Canada, Ottawa (Ontario).
Pub Date 69

Note—49p.; Special Study 8
Available from—Queen's Printer for Canada, Ottawa, Canada (\$1.00)

Document Not Available from EDRS.

Descriptors—Foreign Countries, *Information Networks, *Libraries, *Library Cooperation, Library Networks, *Library Services, *National Programs

Identifiers—*Canada, Scientific and Technical Information

The four types of libraries - special, academic, public, and school - collectively constitute a large part of the knowledge available in Canada. Consequently, a scientific and technical information network will be heavily dependent on these established library collections. Communications across the "type of library" boundaries is lacking, thus contributing to the failure of efforts at cooperation and coordination. Additional factors inhibiting voluntary cooperation include a lack of leadership, no overall coordination, authoritarian

administrative organization, lack of consistency in processing practices, and a fear of loss of autonomy. To facilitate the transfer of scientific and technical information in Canada, a network should be established that will build on existing strengths. Such a network will eventually include many existing libraries. A regional system of decentralized service units will require a sophisticated communications network. Education of personnel will be required as well as education of users. The most effective public relations person will be the satisfied user. Recommendations based on this study are listed. (Author/NH)

ED 046 417 LI 002 433
Scientific and Technical Information in Canada,
Part II, Chapter 7: Economics.

Science Council of Canada, Ottawa (Ontario).
Pub Date 69

Note—63p.; Special Study 8
Available from—Queen's Printer for Canada, Ottawa, Canada (\$1.00)

Document Not Available from EDRS.

Descriptors—*Economics, Education, Foreign Countries, Government (Administrative Body), Industry, *Information Networks, *Information Science, *Information Systems, *Information Utilization, National Programs

Identifiers—*Canada, Scientific and Technical Information

In this report the various economic indicators of the extent and value of scientific and technical information transfer in Canada in government, industry, and education are described and expressed in quantitative terms derived from available statistical figures. The main thesis of the report is that the transfer of scientific and technical information must be recognized as an important sector of resource allocations related to the support of the individual user's work. For overall coordination, a national focus is recommended which, in the political, administrative, and economic senses, recognizes the independent jurisdictional and institutional characteristics of the components of the national information complex and acts as a point of contact for international activities. A number of objectives and criteria are described which can serve as guidelines in the assessment of alternative ways of meeting the needs of various user communities. Overall estimated cost figures were derived for both the growth rates of existing establishments and the addition of a computer-based network intended to tie together existing facilities of federal, provincial, and municipal governments, industry, and educational institutions. (Author/NH)

ED 046 418 LI 002 434
Harrigan, Joan

Suggested Long-Range Planning Format for
Colorado Libraries.

Colorado State Library, Denver.
Pub Date 70

Note—14p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Library Planning, *Program Budgeting, *Program Planning, *State Libraries, Systems Analysis

Identifiers—*Colorado

Long-range planning involves the identification of priority programs and services and the detailing of the necessary resources (staff, equipment, facilities and materials) required to implement these programs and services. This report discusses what is involved in this process and provides a fundamental understanding of the following three basic concepts: (1) What are the program goals and performance objectives? (2) What is the systems analysis approach? and (3) What is the planning process? Also included are: (1) sample request forms, (2) 1972 Support Program Budget Request Format (with explanations), (3) 1972 Support Program Budget Request Format (without explanations) and (4) a procedural guide. (MF)

ED 046 419 LI 002 435
Use, Mis-Use, and Non-Use of Academic Libraries.

New York Library Association, Woodside.
Pub Date 70

Note—60p.; Proceedings of the NYLA-College and University Libraries Section Spring Conference held at Jefferson Community Coll., Watertown, May 1-2, 1970

Available from—New York Library Association, P.O. Box 521, Woodside, N.Y. 11377 (\$3.75)
Checks to be made payable to Rensselaer Polytechnic Institute

Document Not Available from EDRS.

Descriptors—College Libraries, *Information Needs, *Information Seeking, *Information Utilization, *Library Instruction, Library Research, Library Surveys, Questionnaires, University Libraries, *Use Studies
Identifiers—*Library Role

The eleven conference papers emphasize the need for research into the "why" and the "who" of the library non-user. Attitudes and environmental factors contributing to non-use are: (1) lack of student motivation by pre-college experience with libraries; (2) failure of instructors to utilize the library except as a reserve collection; (3) failure of librarians to respond to the kinds of needs that exist and (4) lack of understanding by librarians that, to non-users, a library is a complex organization and frequently a frustrating system to use. Effective means of increasing library use include: (1) a better understanding of the information-seeking habits and needs of users, (2) the librarians should spend more time outside the library interacting in student-faculty affairs, (3) the role of the library should touch all facets of the academic community, (4) the development of problem-oriented library training that uses audio-visual media, (5) the training of student reference advisors to interact with students and (6) the orientation of the library to the users thus increasing the probability that the library dynamic processes (question-asking, information-seeking, communication, display, and serendipitous discovery) will be successful within the context of the learning process. (MF)

ED 046 420 LI 002 436
Experimental Information Officer in the Social Sciences, Report on Work Carried Out in 1969.
Bath Univ. of Technology (England). Univ. Library.

Spons Agency—Office for Scientific and Technical Information, London (England).
Pub Date Feb 70
Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Dissemination, *Information Needs, Information Retrieval, *Information Seeking, *Information Services, Library Services, Search Strategies, Social Sciences, University Libraries

Identifiers—England, *Information Scientists
The Office for Scientific and Technical Information (OSTI) responded to the need for additional data about the sorts of information social scientists want and use, and to assess the value of a personalized information service to social scientists in an academic environment by supporting an experimental information officer in the social sciences for a period of two years. This report describes the results in detail, and includes the following chapters: (1) Introduction, (2) The Information Service at Bath University, (3) Operation of the Current Awareness Service to Bristol, (4) The Operation of the Information Services, (5) Brief Review of Selective Dissemination of Information and Current Awareness Services, (6) Social Scientists' Information Habits and the Effect of the Information Service and (7) Future Work. (MF)

ED 046 421 52 LI 002 437
Olson, Edwin E.

Interlibrary Cooperation. Final Report.

Maryland Univ., College Park. School of Library and Information Services.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1084

Pub Date Sep 70

Contract—OEC-1-7-071084-5017

Note—151p.; Part of a program of research into the Identification of Manpower Requirements, the Educational Preparation and the Utilization of Manpower in the Library and Information Profession

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Budgets, *Cooperatives, *Library Cooperation, Library Expenditures, Library Networks, *Library Services, Library Surveys, Library Technical Processes, *Manpower Needs, *Manpower Utilization, Models, Questionnaires

The major dimensions of interlibrary cooperation which have implications for manpower development in librarianship are identified,

categorized and described. These dimensions include: (1) the "power budget" of a cooperative; that is, the capability of a cooperative as represented by its structure, resources, and decision-making processes to accomplish its goals; (2) the "domain" of a cooperative—the current and future claims the cooperative stakes out for itself; (3) a cooperative's "opportunities and constraints" such as orientation of director, capabilities of the staff, and the perceived barriers to goal achievement which intervene between a cooperative's power budget and its successful establishment and defense of a domain. Analyses of the aggregate data presented in this report, together with case study information, deal with typologies of library cooperative arrangements, the interrelationships among these dimensions, and the specific factors which affect cooperative development and sustenance. (MF)

ED 046 422

LI 002 438

Bixler, Paul

Proposed Library Standards and Growth Patterns for Maryland Public Higher Education Institutions.

Maryland Council for Higher Education, Baltimore.

Pub Date 70

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Automation, Cataloging, *College Libraries, Library Collections, Library Cooperation, Library Facilities, *Library Standards, *Library Surveys, *University Libraries, *Use Studies

Identifiers—*Maryland

This study of the libraries in the publicly supported academic institutions of higher education in Maryland presents standards in the areas of library collections, library personnel, facilities, and methods of collaboration; provides formulas for their performance; and suggest growth patterns for the future. Eighteen detailed recommendations are made, including the general conversion of state and community college libraries to the Library of Congress classification scheme. (MF)

ED 046 423

LI 002 439

Bundy, Mary Lee, Ed. Goodstein, Sylvia, Ed.
The Library's Public Revisited, By Members of the Class in The Public Library in the Political Process.

Maryland Univ., College Park. School of Library and Information Services.

Pub Date 67

Note—90p.; Student Contribution Series I

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Library Services, *Political Attitudes, *Public Libraries, Social Environment, *Social Factors, Social Problems

Identifiers—Library Role

A group of students in the course dealt with the fundamental question of the public library's role in satisfying societal needs. Each of the students set out to explore the family, social, occupational and political world of an important social group. Members of two of the groups - the urban Negro and the blue collar worker - appeared to be either largely indifferent or alienated from the public library, or both. The writers of these papers asked why and what needs to be done to reach them. Two other papers dealt with the library's regular users, the suburban housewife and the high school student, but treated them in a different context thereby raising fundamentally different questions about library services to them. The final paper considers the radical right in relation to what is known about the psychology of the authoritarian personality and demonstrates why a public library responsive to the needs and ideals of a democratic society will inevitably attract the censure of the radical right. (Author/AB)

ED 046 424

LI 002 440

Meyer, Robert S. Rostvold, Gerhard N.

The Library and the Economic Community; A Market Analysis of Information Needs of Business and Industry in the Communities of Pasadena and Pomona, California.

Pasadena Public Library, Calif.

Pub Date May 69

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Industry, *Library Cooperation, Library Planning, Library Programs, *Library

Services, Library Surveys, *Public Libraries, *Use Studies

Identifiers—*California

This study represents a market analysis of the needs, habits and desires of business firms concerning their acquisition and utilization of the information required in their work in order to improve public library services to business and industry through cooperative library action. The key recommendations were: the public library should be the first point of contact, should become the coordinator of the library facilities of the community, and should establish a Committee of Cooperating Librarians; local businessmen should establish a liaison committee to advise the public library; the public library should improve its collection, expand its staff, take on some of the attributes of the special library, conduct a vigorous program to acquaint the economic community with its services and facilities, and re-examine financial resource allocations. It was further recommended that the proposed two-year demonstration program be funded and started to proceed toward the desired objectives. (AB)

ED 046 425

LI 002 441

Library Position Descriptions.

Inglewood Public Library, Calif.

Pub Date Jun 70

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Job Skills, *Librarians, *Library Programs, *Library Services, *Library Skills, Personnel Evaluation, *Public Libraries

This study is a revision of an earlier study "Library Organization, Positions and Relationships" prepared in 1969. A new classification plan and job changes required a re-evaluation. There are 51 position descriptions grouped into ten major areas of activity. The description of each activity includes: (1) the function, (2) organization structure and (3) workload. Comments to aid in evaluation of the activity such as background, resources, services, and programs are included. (Author/AB)

ED 046 426

LI 002 442

Pings, Vern M. Cruzat, Gwendolyn S.

An Assessment of A Post-Masters Internship in Biomedical Librarianship.

Wayne State Univ., Detroit, Mich. Biomedical Information Center.

Spons Agency—Public Health Service (DHEW), Arlington, Va.

Report No—R-57

Pub Date Dec 70

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Internship Programs, *Library Schools, *Library Skills, *Medical Libraries, *Professional Continuing Education, Professional Training

This paper attempts to assess the post masters training program given at Wayne State University Medical Library between 1967-1970. Probabilistic conclusions suggest certain educational activities be undertaken: (1) There is no justification to create a post masters program to teach basic library techniques and library schools must incorporate skill development within the curriculum or on-the-job training will have to be continued; (2) Two justifications for internship programs require establishment of programs either to teach students the operations of large library systems with an expectation of employment, or to teach students the application of theoretical knowledge in a working environment aimed toward a specialty; (3) Management and planning tasks for libraries cannot be adequately taught in a one-year post masters educational program; and (4) The distinctive feature of medical librarianship is its environment and the librarian must comprehend how biomedical information is generated and used, and should attend conferences and seminars to gain this knowledge. The report concludes all "experimental" education undertaken in the program, including skill development, planning, management and investigative work should rightly be started in library schools. An addendum covers proposed educational objectives of the program. (AB)

ED 046 427

LI 002 443

Hellman, J. J.

Privacy and Information Systems: An Argument and an Implementation.

Rand Corp., Santa Monica, Calif.

Report No—P-4298

Pub Date May 70

Note—76p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-706 963, MF \$9.5; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computers, *Electronic Data Processing, *Information Dissemination, *Information Retrieval, *Information Systems, *Management Systems, *Social Problems

Identifiers—*Privacy

The report is presented in two parts. The first examines the social and technical implications of information systems vis a vis the individual's ability to control the dissemination of information about himself. It is argued that information systems must incorporate certain properties in their initial design in order to safeguard man's individuality while still providing a complex and interdependent society the information it needs to function effectively. These properties are: (1) Control of access by the individual; (2) Accuracy and completeness of information; (3) Audit trail; (4) Potent legislative support. The philosophy embodied by these properties is meant to guide the evolution of technology. In that respect they are implementation independent. The second part applies these properties of safe information systems derived in Part I to problems currently encountered in the medical environment. A toxicological information system, a drug information system, and a patient's medical record information system are each analyzed vis a vis society's right to learn and the individual's right of privacy. The framework for this discussion is presented in Part I—the dual role of man. Suggestions are then presented for using available techniques to safeguard society's attempts at using the new information handling technologies (computers). (Author)

ED 046 428

LI 002 444

Keren, C. And Others

A Computer-Produced Index to Current Scientific Research in Israel.

Israel Society of Special Libraries and Information Centres, Tel Aviv.

Pub Date 69

Note—51p.; Contributions to Information Science 2

Available from—Israel Society of Special Libraries and Information Centres, P.O. Box 16271 Tel Aviv, Israel

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Computer Programs, *Directories, Foreign Countries, *Indexes (Locators), *Information Dissemination, Information Retrieval, Information Sources, *Information Storage, Information Systems, Information Utilization, *Research Projects, Sciences

Identifiers—*Israel, Scientific and Technical Information

A system which lists current research in Israel in the natural sciences, medicine, agriculture and technology was inaugurated in 1967. This system now includes 4,000 current research projects on which 3,500 individual researchers are engaged. This represents about 90% of all scientists doing non-defense research in Israel. The system is run on an IBM 360/30 model computer and updated periodically. Individual questionnaires completed by the scientists serve as input and a printed directory is produced as output. The research projects are classified by an expanded COSATI Subject Heading List. Three indexes - of researchers, organizations and an edited KWOC (Keywords-Out-of-Context) index of titles - provide multiple approaches to the text. The administration of the system, its input, output and computer operation are described in detail. The system's value to information suppliers and users is discussed, and features characteristic to it are described. [Not available in hard copy due to marginal legibility of original document.] (Author)

ED 046 429

LI 002 445

A Concept of an Information System for the Geosciences.

American Geological Inst., Washington, D.C.

Pub Date Dec 70

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conceptual Schemes, *Geology, *Information Dissemination, *Information Services, *Information Systems, Models, Planning

Identifiers—*American Geological Institute, Committee on Geoscience Information, Geological Reference File, GEO PEF

The American Geological Institute's Committee on Geoscience Information prepared this report as the terminal point to the first phase of its long-term goal, to develop a system for facilitating information transfer in the geosciences. The Concept report was presented by Dr. William Hambleton, chairman of the AGI Committee on Geoscience Information, at the Geological Society of America meeting in Milwaukee on November 11, 1970. On November 14th this report was submitted to the Institute's House of Society Representatives which unanimously adopted a resolution accepting and endorsing the principles and recommendations of the Concept. The Concept is a philosophical statement of the Committee's concern with information transfer in the geosciences; as such, it does not contain a discussion of specific operations or assignments of responsibility for implementation in any area. However, it should serve as a basis for more detailed planning and for development of a comprehensive geoscience information system. An appendix provides an overview of the history, activities, and future plans of the Institute's Committee on Geoscience Information. A brief description of the Geological Reference file (GEO.REF) system is also included. (Author/SG)

ED 046 430

LI 002 446

The Role of the Public Library in Maine: Consumer Needs and Attitudes Towards Public Libraries in Maine.

Little (Arthur D.), Inc., Boston, Mass.

Report No—C-72581

Pub Date Aug 70

Note—289p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Attitudes, *Library Programs, *Library Services, *Public Libraries, *Surveys, *Use Studies

Identifiers—*Library Role, Maine

To assist the Governor's Task Force to study library services in Maine, Arthur D. Little, Inc. was retained to identify the attitudes of the general public toward libraries and how these attitudes affect library use. A series of four panel discussions was conducted; a survey of the general public was made; data was orally presented; and a workshop session with the Task Force was held to aid them in drawing action-oriented alternatives based on the findings. The twenty-six communities surveyed represent four categories: (1) those over 10,000 population, (2) those between 2,500 and 10,000 population, (3) those under 2,500 population, and (4) those served by bookmobile. Two scales were generated: an attitude scale and a readership scale. Librarians in each community surveyed were sent a brief questionnaire so that the respondents' replies could be compared to those of the librarians. Appendix B contains a sample of each questionnaire used. The tables and materials presented orally on August 6 were the highlights from the data generated in the survey and are included in this report in expanded form. The body of this report focuses exclusively on the survey data, and is organized in five sections: Backgrounds, Methodology, Conclusions, Implications, and Summary of Findings. (Author/NH)

ED 046 431

LI 002 447

Martyn, John

Notes on the Operation of Specialised Information Centres.

Aslib, London (England).

Report No—Aslib-Occas-Pub-5

Pub Date 70

Note—15p.

Available from—Aslib, 3 Belgrave Square, London, S.W.1, England (\$2.00)

Document Not Available from EDRS.

Descriptors—*Information Centers, *Information Processing, *Information Systems, *Sciences

Identifiers—*Office for Scientific and Technical Information, OSTI, Scientific and Technical Information

These notes are intended for working scientists who wish to set up and operate Specialized Information Centers to serve their own specialized areas of science. Their purpose is to set out the different tasks to be performed and the decisions that must be taken, to discuss the problems of Center operation and to suggest some of the solutions. This is not a 'how-to-do-it' guide; a Read-

ing List is included at the end, to which reference should be made for fuller discussion of particular aspects of operations. It is not intended for, but may be of interest to, professional information workers. The statements made and the opinions expressed here are based on a study of several Specialized Information Centers, but the methods suggested here do not necessarily represent current practice in any particular Center. The study was funded by the Office for Scientific and Technical Information (OSTI). (Author/NH)

ED 046 432

LI 002 448

Professionalism in the Computer Field.

Spons Agency—American Federation of Information Processing Societies, Montvale, N.J.

Pub Date 70

Note—21p.; Report of Roundtable Meeting, chaired by the Honorable Willard Wirtz, Airlie Foundation, Warrenton, Va., Jan. 21-22, 1970

Available from—AFIPS Press, 210 Summit Ave., Montvale, New Jersey 07645 (\$3.00)

Document Not Available from EDRS.

Descriptors—Certification, *Computer Science, *Ethics, Professional Associations, *Professional Personnel, Public Relations

This report is based on a roundtable discussion held on January 21 and 22, 1970. The meeting was called by the American Federation of Information Processing Societies (AFIPS) because of the concern felt by many in the computing profession for a better understanding of what is meant by "professionalism," and the associated question of "professional responsibility." Recommendations resulting from these discussions include: (1) Accreditation should receive greater support from both professional societies and employers and should be backed up by an extensive public information program; (2) A comprehensive certification program should be initiated based on a meaningful set of job descriptions; (3) One or more codes of public responsibility should be developed by the professional societies. Grievances should be considered by a Panel of Public Responsibility; (4) The industry must develop better statistical data on itself. The AFIPS activities in this area should be increased and industry and government are urged to cooperate; and (5) AFIPS activities should be increased so as to keep the general public informed of a technology which is playing an increasingly important role in their lives. It is suggested that financial support to implement these recommendations be sought from such sources as user groups, government agencies and private foundations. (Author/NH)

ED 046 433

LI 002 449

Information Systems: Current Developments and Future Expansion.

Spons Agency—American Federation of Information Processing Societies, Montvale, N.J.; Association for Computing Machinery, New York, N.Y.

Pub Date 70

Note—88p.; Proceedings of Special Seminar held for Congressional Members and Staff, Washington, D.C., May 20, 1970

Available from—AFIPS Press, 210 Summit Avenue, Montvale, New Jersey 07645

Document Not Available from EDRS.

Descriptors—*Communications, *Computer Programs, *Information Systems, *Seminars

On May 20, 1970, a one-day seminar was held for Congressional members and staff. The papers given at this seminar and included in the proceedings are: (1) "Understanding Information Systems" by J. D. Aron, (2) "Computer Applications in Political Science" by Kenneth Janda, (3) "Who's the Master of Your Information System?" by Marvin Kornbluh, (4) "Communications and Future Information Systems" by Louis Feldner, (5) "Communications, Computers and the Enhancement of Social Intelligence" by Andrew J. Lipinski, and (6) "Managing the Machine Society" by Robert L. Chartrand. The papers purposely covered a wide range of topics related to information systems—their use, their promises and their problems. The purpose of the seminar was to start an expanding dialogue between Congress and the computing and information system professions. Short biographical sketches of the speakers are appended. (NH)

ED 046 434

LI 002 450

Hayes, R. M. Maron, M. E.

Institute of Library Research Annual Report, July 1969 - June 1970.

California Univ., Los Angeles. Inst. of Library Research.

Pub Date 30 Jun 70

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Computer Programs, Electronic Data Processing, Information Services, *Information Systems, *Library Research, *Library Services, University Libraries

Identifiers—*California, Institute of Library Research, Library Automation

This "Annual Report," July 1969 to June 1970, is the fourth progress report of the Institute of Library Research. The activities of the Institute encompassed the completion of several projects and the initiation of other projects during this period. One recorded milestone of singular importance was the establishment in June 1970 of the Library System Development Project. The goal of this intramurally funded activity is to design, develop, and test computer based modules and subsystems for implementation on the campuses of the University of California. Each project can be identified as helping to resolve needs and issues in one or more of the following six areas of concern: (1) values in library and information service, (2) library and information systems, (3) methodology research, (4) information services development, (5) social and professional issues, and (6) mechanization of library processes. (Author/NH)

ED 046 435 LI 002 452

Burrows, J. H.

Information System Overview.

Mitre Corp., Bedford, Mass.

Spons Agency—San Mateo County Superintendent of Schools, Redwood City, Calif.

Report No.—M68-8

Pub Date Jun 70

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, *Educational Administration, *Educational Planning, Information Science, *Information Systems, Instruction, *Management Education, *Management Systems

Identifiers—*Management Information Systems, PEP, Prepare Educational Planners

This paper was prepared for distribution to the California Educational Administrators participating in the "Executive Information Systems" Unit of Instruction as part of the instructional program of Operation PEP (Prepare Educational Planners). The purpose of the course was to introduce some basic concepts of information systems technology to administrators to provide them with a broader perspective on information systems as pertaining to organizational and educational needs and to acquaint them with some of the problems associated with computer-based information systems. (AB)

ED 046 436 LI 002 453

Burrows, J. H.

Persistent Problems in System Development.

Mitre Corp., Bedford, Mass.

Spons Agency—San Mateo County Superintendent of Schools, Redwood City, Calif.

Report No.—M68-12

Pub Date Jun 70

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Oriented Programs, *Educational Administration, *Information Systems, Information Utilization, Organizational Change, *Problems, *Systems Development, *Technology

Identifiers—Management Information Systems, PEP, *Prepare Educational Planners

Technological innovation in the form of the introduction of a formal information system represents change to the people within the organization. This paper (presented to California Educational Administrators participating in the Executive Information Systems program of Operation PEP—Prepare Educational Planners) is directed to those managers who initiate the introduction of a new system and are responsible for the successful assimilation of it into their organization. Such a change presents problems, which if not approached correctly, can negate any anticipated benefits. Problems of organization involve the top management, middle managers and the bottom of the organizational structure. As institutions of a new information system, the top-level managers must be certain that those

below them feel and derive benefits as active participants in the system design, development and use. Problems of change and growth encompass: (1) changes in information flow and availability, (2) personnel growth, (3) applications, (4) cost, and (5) new employees. The problems resulting from the consideration of standards versus adaptability when contemplating a new information system must be settled by top management in light of the particular needs of their organization so that it will be flexible and workable. (SG)

ED 046 437 52 LI 002 454

Wood, James L.

A Review of the Availability of Primary Scientific and Technical Documents within the United States, Volume I. Final Report.

American Chemical Society, Columbus, Ohio. Chemical Abstracts Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0930

Pub Date 31 Oct 69

Contract—OEC-1-7-070930-5145

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Indexes (Locators), Information Seeking, Information Services, Information Sources, Interlibrary Loans, Library Materials, *Library Services, Technical Reports, *Use Studies

Identifiers—Primary Literature, *Scientific and Technical Information, Secondary Services

Volume I of this three-volume final report contains a summary of the objectives and results of a study conducted by Chemical Abstracts Service (CAS), a Division of the American Chemical Society (ACS), to determine the availability of the scientific and technical primary literature which the user identifies through the use of secondary services such as "Chemical Abstracts." The secondary services are not intended to substitute for the primary literature but to aid the individual by analyzing the literature and creating abstracts and indexes. Once a user has identified, through the secondary service, the primary literature in which he is interested, he can turn to the library for access to that literature. The purpose of the study was to determine the availability of this literature from the user's local libraries or from other libraries via the interlibrary loan system. Recommendations drawn from the study are: (1) scientific and technical serials are not widely enough available to users in the U.S.; (2) borrowing of such documents through interlibrary loan is both uncertain and time-consuming; (3) specialized document collections are needed as backup resources for the library community, and (4) the results of this study are generally applicable across the full range of science and technology. Volume II (LI 002 455) presents background detail, and Volume III (LI 002 456) contains the bibliography and appendices for the study. (AB)

ED 046 438 52 LI 002 455

Wood, James L.

A Review of the Availability of Primary Scientific and Technical Documents within the United States, Volume II. Final Report.

American Chemical Society, Columbus, Ohio. Chemical Abstracts Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0930

Pub Date 31 Oct 69

Contract—OEC-1-7-070930-5145

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, *Indexes (Locators), Information Seeking, Information Services, Information Sources, Interlibrary Loans, Library Materials, *Library Services, Technical Reports, *Use Studies

Identifiers—Primary Literature, *Scientific and Technical Information, Secondary Services

Volume II of a three-volume report on the availability of primary scientific and technical documents within the U.S. presents the detailed methodology and findings of the study. The design is presented under nine headings: (1) literature survey, (2) data-base design, (3) establishing data collection points, (4) review of objectives and statement of questions, (5) data collection, (6) design of reports for data analysis, (7) systems design and programming, (8) data conversion and file building, and (9) data analysis and report preparation. Conclusions are

presented on availability of scientific and technical serials and conference proceedings volumes, interlibrary loan effectiveness, the need for document back-up resources, and applicability of the results of this review. Volume I (LI 002 454) contains a summary of the objectives and results of the study, and Volume III (LI 002 456) contains the bibliography and appendices. (AB)

ED 046 439 52 LI 002 456

Wood, James L.

A Review of the Availability of Primary Scientific and Technical Documents within the United States, Volume III. Final Report.

American Chemical Society, Columbus, Ohio. Chemical Abstracts Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0930

Pub Date 31 Oct 69

Contract—OEC-1-7-070930-5145

Note—505p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Abstracts, *Indexes (Locators), Information Seeking, Information Services, Information Sources, Interlibrary Loans, Library Materials, *Library Services, Technical Reports, *Use Studies

Identifiers—Primary Literature, *Scientific and Technical Information, Secondary Services

Volume III of a three-volume report on the availability of primary scientific and technical documents within the U.S. contains the bibliography and 28 appendices that provide supportive material for the study. Volume I (LI 002 454) contains a summary of the objectives and results of the study, and Volume II (LI 002 455) presents the detailed methodology and findings of the study. (AB)

ED 046 440 LI 002 457

Newhouse, Joseph P.

The Simple Theory of Public Library Services.

Rand Corp., Santa Monica, Calif.

Report No.—P-4286-1

Pub Date Oct 70

Note—14p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-714 333, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Books, Library Acquisition, *Library Material Selection, *Library Services, Mathematical Models, *Public Libraries, Purchasing, *Theories

A simple normative theory applicable to public library services was developed as a tool to aid libraries in answering the question: which books should be bought by the library? Although developed for normative purposes, the theory generates testable predictions. It is relevant to measuring benefits from services which are provided publicly because when "uncrowded" they have zero marginal cost, or because the market may be monopolistic. In effect, the theory uses part of the area under the demand curve for a book for the private good to approximate the area under the demand curve for the public good. Although formally applicable, the theory is not always helpful in the library sphere. (Author/SG)

ED 046 441 LI 002 458

Wolek, Francis W.

The Interpersonal Dimension of Information Search.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date Feb 70

Note—48p.; Working Paper 109

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 190 828, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Engineers, *Information Seeking, Information Services, *Information Sources, *Information Utilization, Models, Scientists, *Use Studies

A descriptive model of how scientists and engineers search for and obtain information directly from their colleagues is outlined. The model emphasizes (and case studies illustrate) three decisions which users make in such searches: (a) whether to store the information need in hopes of

an accidental or working encounter, (b) whether to satisfy the need from established sources of information, and (c) whether to build a background by a general literature review before seeking specific information from an expert. The factors which determine the outcomes of these questions (the opportunity cost of the user's time, the extent to which similar needs have been encountered before, and the degree to which the user needs to understand the context of a problem) are described and illustrated with case examples from an interview program with thirty-five scientists and engineers. The paper closes with a discussion of the implications of the model for management's support of services for inter-personal communications. (Author)

ED 046 442 LI 002 459

Swell, P. H.
The Planning of Library and Documentation Services. Working Draft.

Pub Date 17 Jun 69
Note—87p.; Paper prepared for the Seminar on the Planning of Library and Documentation Services, 21-23 July 1969

Available from—International Institute for Educational Planning, 7, Rue Eugene-Delacroix, Paris 16, France

Document Not Available from EDRS.

Descriptors—*Educational Administration, Information Needs, *Information Services, Information Utilization, *Library Services, Personnel Needs, *Planning

Planning is essential for the provision of library and information services for many reasons, but especially because: (1) library and information services are not an end in themselves, they exist to further the purposes of organized society; (2) these services call for technical knowledge and some fairly sophisticated techniques; and (3) the fact that library and documentation services contribute to a number of different aspects of national development and, at the same time, have a unity within themselves makes the task of devising a suitable administrative framework none too simple. The purpose of this paper is to: (1) briefly describe what is meant by library and documentation (information) services, (2) present some of the arguments used to establish the case for giving reasonable priority to the development of library services in terms of their contribution to social and economic development, (3) consider some of the problems involved in the production of books, (4) examine the contribution of the systematic planning and provision of library services to formal education, (5) outline what is involved in training library and information personnel, and (6) look at some of the detailed problems involved in the systematic planning and provision of library and information services. (Author/NH)

ED 046 443 LI 002 460

Bull, Caroline Arden Shank, Russell
Non-Conventional File Structure Data Collecting Projects in the Smithsonian Institution: A Survey, Winter 1968 - Spring 1969.

Smithsonian Institution, Washington, D.C. Libraries.

Pub Date 70

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Collection, *Data Processing, Education, Electronic Data Processing, *Filing, *Information Retrieval, *Information Storage, Surveys

Identifiers—*Smithsonian Institution

The purpose of this survey is to identify and describe existing and contemplated projects in the Smithsonian Institution which make use of non-conventional means to store and retrieve information. These techniques range from electronic machine processed to a simple visual, color-coded system or a key-sort device. The 49 projects investigated were those which pertained to activities other than routine administrative housekeeping functions. A particular effort was made to identify projects which were national or international in scope or went beyond the purely curatorial aspects of collection inventory and control. Emphasis was given to recent innovative or experimental projects. All information was gathered by personal interviews and on-site investigations. The projects investigated are listed and classified by museum or installation. A narrative description of each project is included in the Appendix. This is purely a survey; no hypotheses

were formulated or tested. However, this report does attempt to pose some possible correlations and identify relationships which might be investigated and tested further. In assessing the requirements for making their systems viable, most felt the need for manpower with subject knowledge more than the need for electronic muscle. Other findings of the survey are summarized. (Author/NH)

ED 046 444 LI 002 461

Conceptual Design of a Regional Information System.

Denver Regional Council of Governments, Colo.; Peat, Marwick, Mitchell, and Co., Denver, Colo.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Mar 70

Note—192p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 191 198, MF \$95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Automation, Computers, *Information Systems, Maps, *Models, *Program Planning, Reports, *Systems Development

This report describes the conceptual design of a regional information system, developed in support of the Denver Regional Council of Government's established comprehensive planning work program. It includes a discussion of system objectives, available data sources, recommended system content, software and system maintenance requirements, administrative staffing recommendations, funding sources and future expansion. The system is designed in a flexible, modular format, built around an initial structure of six computerized file-sets supplemented by a library of maps, reports and related non-computerized materials. (Author)

ED 046 445 52 LI 002 462

Bourne, Charles P.

Data Collection and Cost Modeling for Library Circulation Systems.

Bourne (Charles) and Associates, Menlo Park, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-8020

Pub Date 4 Nov 70

Contract—OEC-0-70-5235

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Costs, *Libraries, *Library Circulation, Methodology, *Models, Public Libraries, *Unit Costs, University Libraries

The objectives of the study leading to this report were to review, analyze and summarize published library cost data; and to develop a cost model and a methodology for reporting data in a more consistent and useful way. The cost model and reporting procedure were developed and tested on the circulation system of three libraries: a large university library and two large public libraries. The model permits the computation of unit costs for component subsystems of circulation systems. Cost data is summarized and reviewed, and the cost reporting form is included for use by other libraries. A bibliography of 304 references surveyed for cost data is included. (AB)

ED 046 446 LI 002 463

King, Donald W. Caldwell, Nancy W.

Study of the Cost-Effectiveness of Retrospective Search Systems.

Westat Research, Inc., Rockville, Md.

Spons Agency—American Psychological Association, Washington, D.C.

Pub Date Jun 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, *Costs, Decision Making, Electronic Data Processing, Information Retrieval, *Information Systems, *Models

Identifiers—*American Psychological Association, APA

The purpose of this study was to explore cost-effectiveness factors that affect the choice among alternative systems. A cost-effectiveness model that may be used to evaluate potential systems was derived and a statement of the general magnitude of costs that the American Psychological Association (APA) can expect in implementing

and operating alternate systems is given. These "typical" costs may be used to establish the cost-effectiveness of general classes of systems, such as mechanized search on-line by titles or by batch processing on index terms. A bibliography used for the literature survey is appended. (Author/AB)

ED 046 447 LI 002 464

King, Donald W. Brown, A. M.

Some Comments on Marketing AIP Information Products and Services.

Westat Research, Inc., Rockville, Md.
Spons Agency—American Inst. of Physics, New York, N.Y.

Pub Date Jul 70

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Costs, *Economics, *Information Services, *Information Systems, *Marketing, Physics, Surveys
Identifiers—AIP, *American Institute of Physics

This study was addressed to marketing considerations for the American Institute of Physics (AIP) information products and services. The general system and its operation in a marketing environment, including promotion, channels of distribution and pricing are covered. Particular emphasis is placed on the cost/demand/price relationship for four information products and services and an attempt is made to develop an approach for allocating fixed costs for these services. Cost/demand and price/demand relationships are estimated or assumed and an optimum allocation is determined, based on net income for six alternative allocation levels for these products. Four recommendations for changes are given and two appendices include a previous marketing research report and reports on site visits made for the study. (AB)

ED 046 448 LI 002 477

van der Brugghen, W. Ed.

Key to Information, Universal Decimal Classification.

International Federation for Documentation, The Hague (Netherlands).

Report No—FID-466

Pub Date Jun 70

Note—14p.

Available from—International Federation for Documentation, Hofweg 7, The Hague, Netherlands

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Automation, *Classification, *Indexes (Locators), *Information Retrieval, *Information Storage, Information Systems
Identifiers—UDC, *Universal Decimal Classification

This short guide to Universal Decimal Classification (UDC) presents the most essential facts about this system in a simple and concise manner. The main features of the scheme which treats all human knowledge and science as a coherent pattern of interrelated subjects are presented along with a structure of the schedules for the main and auxiliary tables, and listings of the language and special subject editions. Updating and revision efforts and the mechanization and compatibility features are described. (AB)

ED 046 449 LI 002 478

Benne, Mae

Policies and Practices Affecting Juvenile Library Collections in County and Regional Libraries in Washington State.

Washington Univ., Seattle. School of Librarianship.

Pub Date 70

Note—108p.

Available from—University of Washington, School of Librarianship, 133 Suzzallo Library, Seattle, Washington 98105

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Childrens Books, County Libraries, *Library Collections, Library Cooperation, *Library Materials, *Library Programs, Public Libraries, Regional Libraries
Identifiers—*Washington State

This study was limited to juvenile library collections and was focused on the policies and practices which determined or affected the quality and balance of these collections. Statistical data reflected policies rather than measurements in meeting library standards. Recommendations

for the collections included: a written policy should govern material selection, material budgets should be divided between new titles and replacements or additions of older titles; the children's coordinator should be responsible for maintenance and weeding of the collection; materials should be rotated to supplement basic collections and non-print materials should be easily locatable and accessible. General recommendations called for continuing education of children's librarians, more involvement of social agencies and the children's coordinator and interchange of information among children's librarians within the state. (Author)

ED 046 450 LI 002 479

Automation in Libraries.

Canadian Library Association, Ottawa (Ontario). Spons Agency—Canadian Association of College and University Libraries, Ottawa (Ontario).

Pub Date 70

Note—153p.; Papers presented at the Canadian Association of College and University Libraries Workshop on Library Automation in a Pre-Conference Workshop of Canadian Library Association at Hamilton, June 20-21, 1970

Available from—Canadian Library Association, 151 Sparks Street, Ottawa 4, Ontario (\$3.50)

Document Not Available from EDRS.

Descriptors—*Automation, Cataloging, Computers, Electronic Data Processing, *Libraries, Library Circulation, *Library Technical Processes, Serials, *University Libraries, *Workshops

Identifiers—Library Automation

The fourth Canadian Association of College and University Libraries (CACUL) Conference on Library Automation was held in Hamilton, June 20-21, 1970, as a pre-conference workshop of the Canadian Library Association (CLA). The purpose of the conference was to present papers on current projects and to discuss the continuing need for this type of meeting. This publication consists of the four papers presented during the first day of the workshop. They are entitled: (1) Scope in Cataloging, (2) MARC at University of Saskatchewan, (3) Inter-University Circulation Data System. An In-Depth Analysis, and (4) Computerized Serials System at Laval. The second day of the workshop was devoted to discussions of problems raised during the question periods following each presentation (not included here). A list of workshop participants is included. (SG)

ED 046 451 LI 002 480

Hayes, Robert M. Becker, Joseph
Handbook of Data Processing for Libraries.

Becker and Hayes, Inc., Bethesda, Md. Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 70

Note—997p.

Available from—John Wiley & Sons, Inc., Publishers, 605 Third Avenue, New York, New York, 10016 (\$19.95)

Document Not Available from EDRS.

Descriptors—*Automation, Computer Programs, *Data Processing, Decision Making, Digital Computers, Electronic Data Processing, Guides, *Information Networks, Information Systems, *Libraries, *Library Services, Management

Identifiers—Library Automation

The purpose of this book is to assist libraries and librarians in resolving some of the problems faced in utilizing the new computer technology. The intent is to provide a concrete, factual guide to the principles and methods available for the application of modern data processing to library operations. For the librarian it is a handbook to guide him in decisions concerning the introduction of data processing techniques into his own library. For the student it is a textbook, educating him in the methodology and the interrelationships between data processing and the library. For the system designer it is a summary of the state-of-the-art serving as a bridge between library objectives and the technology. The book stresses particularly the significance of library values and policies for determining the choice of system. The emphasis given to the computer is always in the context of applying this technology to the solution of operation problems, as an addition to resources for information service and as a tool of good management, not as an end in itself. The book is organized into five major sections: (1) In-

troduction to Library Data Processing, (2) Management of Library Data Processing, (3) Data Processing Technology, (4) Library Clerical Processes and (5) Library Intellectual Processes. Each chapter within a section presents a principal topic of interest and is followed by an annotated bibliography and additional recommended reading. (NH)

ED 046 452 LI 002 481

McClarren, Robert R.
Community Analysis.

Pub Date Jun 67

Note—19p.; Prepared for the LAD Preconference on Library Buildings, San Francisco, June 23, 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Study, Library Planning, *Library Services, *Library Standards, Library Surveys, *Public Libraries, Research, Use Studies

Community analysis has been a prescribed tool of public librarianship for over 25 years. Although its value has been recognized in published public library standards, librarians have rarely used this method of improving library services. Emphasis is placed upon the need for the development of a community analysis methodology for librarians. It is stressed that community analysis is essential for planning effective library programs to meet the needs and expectations of the people. The steps in community analysis as appropriate for librarians are: (1) planning, (2) collecting the data, (3) organizing the data, (4) interpretation of the data, (5) reevaluating the library program in light of the study, (6) reporting the findings and (7) providing for continuing the study on a regular basis. As described here, community analysis is a multi-purpose tool which is essential in developing library activities in the community. (SG)

ED 046 453 LI 002 483

Montana Public Library Standards.

Montana State Library, Helena.

Pub Date 69

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, Guides, *Library Services, *Library Standards, *Public Libraries

Identifiers—Montana

This guide to evaluating services provided by Montana libraries is intended for the use of librarians, library boards, government officials, friends of libraries and other interested citizens. It will enable them to assess the adequacy of their present library services and help them move toward improvement of their library services in the future. The five areas of library services to be measured by these standards are: (1) structure and government of library service; (2) service; (3) materials: organization, selection, and control; (4) personnel and (5) physical facilities. Specific standards for each of these five areas are listed. The appendices contain: (1) Montana laws regarding public libraries, (2) library bill of rights, (3) the student and the library, (4) freedom to read statement and (5) standards documents. Members of the Montana Library Association Executive Boards for 1968-69 and 1969-70 and the Library Development Committee for 1968-69 are listed. (Author/NH)

ED 046 454 LI 002 484

An Evaluation Report on the Multi-Media Services

Project: Sobrante Park School. Prepared by Division of Instructional Media in Cooperation with Research Department.

Oakland Public Schools, Calif.

Pub Date Feb 70

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, *Instructional Materials Centers, Instructional Media, *Library Services, Library Surveys, *Research, *School Libraries

This research report attempts to place the evaluation of the library services on a quantifiable, reproducible basis. Since the research design was developed after the project was well under way, no cause-effect inferences can be made. Each of the ten chapters covers one phase of the evaluation design: (1) Librarian's Description of the Project, (2) Teacher Evaluation of Media Center Services, (3) Student Evaluation of Media Center Services, (4) Case Studies, (5) Parent Questionnaire, (6) Visitor Questionnaire, (7) At-

titudinal-Behavioral Survey, (8) McHugh-McFarland Reading Readiness Test, (9) Stanford Achievement Test and (10) Summary and Recommendations. Although each chapter contains findings and specific conclusions, Chapter X presents a coordinated and generalized conclusion for the whole research project. The five appendices contain samples of questionnaires and survey forms, along with tallies of survey responses. (Author/NH)

ED 046 455 LI 002 485

Landau, Robert M., Ed.

Proceedings of the ASIS Workshop on Computer Composition.

American Society for Information Science, Washington, D.C.

Pub Date 71

Note—265p.; Papers from the ASIS Potomac Valley Chapter sponsored workshop, Washington, D.C., December 8-9, 1970

Available from—American Society for Information Science, 1140 Connecticut Avenue, N.W., Suite 804, Washington, D.C. 20036 (\$8.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Computer Graphics, Computer Science, *Information Processing, *Information Systems, *Photocomposition, *Publishing Industry, Workshops

Identifiers—American Society for Information Science, ASIS, *Computer Composition, Computerized Typesetting

The objectives of this workshop were: (1) To provide assistance in the exploration of the technological and related issues, which include the latest techniques, methods for employment, equipment and benefits to be obtained from the application of computer-controlled typesetting and photographic composition; (2) To provide an opportunity for representatives of the various interest groups to meet and discuss papers prepared in advance by the participants on the most important issues in this field and (3) To provide a record of the proceedings for the broader use by the scientific community. The 45 participants of this two-day conference are listed. The gathering provided a unique opportunity for invited industry leaders to discuss computer composition among themselves. The material is presented in chronological order. The paper by Arthur F. Gardiner, "The Future Isn't What It Used to Be" is considered the challenge paper. The eleven prepared papers are followed by a "Statement of Problem Areas." The panel discussions, summary of the workshop and a bibliography are included. The index is arranged so that what was said by whom on what subject can be easily located. (Author/NH)

ED 046 456 LI 002 486

Dexter, Margaret E.

Factor Analysis of Selected Information Science Curricula.

Georgia Inst. of Tech., Atlanta. School of Information Sciences.

Report No.—GITS-69-16

Pub Date 69

Note—33p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-187 857, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Automatic Indexing, Course Descriptions, Course Evaluation, *Curriculum Evaluation, *Factor Analysis, *Information Science

It is concluded that the techniques of automatic indexing and factor analysis are appropriate tools for curriculum analysis. However, the techniques need to be refined, and more care needs to be taken to insure that the criteria for the selection of data for the study are objective. In addition to predicting future developments, the data resulting from factor analysis can be used to derive profiles of various programs studied. In a field as diverse as information science, most programs stress one or more of the areas and offer but a few courses in other areas. An analysis of the various existing programs will be performed based on the 1968-69 course descriptions and given in a later report. (MF)

ED 046 457 LI 002 487

Kriebel, Charles H.

Perspectives on Information Processing in Management Information Systems.

Carnegie-Mellon Univ., Pittsburgh, Pa. Management Sciences Research Group.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—W P-11-69-7

Pub Date Aug 69

Note—32p.; Paper Presented at the Scandinavian-G.S.I.A. Joint Faculty Seminar, Aspen, Sweden, August 3-16, 1969; Management Science Res. Rep.-171

Available from—National Technical Information Services, Springfield, Va. 22151 (AD-695 767, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Data Processing, Decision Making, *Information Processing, *Information Systems, *Information Utilization, *Management Systems, Man Machine Systems, Problem Solving.

Identifiers—*Management Information Systems, MIS

Over the past several years there has been considerable speculation concerning the role, direction, and characteristics of information processing systems in the future. The gap between the technological state of the art in computer-based information processing and today's applied practices in management information systems further clouds the issues involved. It is argued in this essay that information systems in the future will play a considerably expanded role in managerial problem solving processes, augmenting and in some cases replacing the analytical skills which today reside in the decision maker. Some implications of this argument are illustrated by a discussion of DPS (Dialectic Problem Solver), an interactive man-computer decision analysis model currently under development. (Author)

ED 046 458

LI 002 488

Meadow, Charles T.

The Story of Computers.

Pub Date 70

Note—118p.

Available from—Harvey House, Inc., Publishers, Irvington-on-Hudson, New York 10533 (\$4.50)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Computers, Computer Science, *Electronic Data Processing, *Electronic Equipment, Programming

The aim of this book is to interest young people from the ages of ten to fourteen in computers, particularly to show them that computers are exciting machines, controlled by people, and to dispel myths that computers can do magic. This is not a detailed exposition of computers, nor is it a textbook. It is an attempt to impart flavor and general comprehension. The basic concepts of a computer are first described; then the reader is shown how numbers are represented. The process of programming is an important topic of the book. Several examples are given of problems which can be solved by computers, such as guiding a spaceship and predicting weather. One of the newest and most intriguing uses of the computer, as a teaching machine, is also fully explained. The principals of operation of the computer are clearly explained, but young people concerned more with action than with explanations can generally skip the details without losing the main ideas of the world of electronic computers. (Author/MF)

ED 046 459

LI 002 489

Conference on Sharing Caribbean Resources for Instruction and Research, College of the Virgin Islands, March 17-19, 1969. Proceedings.

College of the Virgin Islands, St. Thomas.

Pub Date Jun 70

Note—189p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conferences, Libraries, *Library Cooperation, Library Materials, *Library Services, Library Technical Processes, Library Technicians, *Regional Libraries

Identifiers—*Caribbean

The first day of the conference identified library resources, what they are and where they are, whether in the area or outside of it. The second was devoted to discussing access to these resources, the problem encountered in gaining access to them, identification of library needs and ways to make library efforts more successful. Recommendations of the Conference included: upgrading and sharing of library resources, better utilization of modern technology, legal establish-

ment of depository libraries, continued support of the Pilot Bibliographical Center, new surveys of library resources, preparation of guides to library holdings, creation of union catalogs, shared cataloging and acquisition services, updated acquisitions lists and bibliographies on the region, identification of nonbook materials, increased use of microtechnology, increased attention to scholarly papers, development of oral histories, larger and more comprehensive collection of materials on the Caribbean region, and improved training for paraprofessional personnel. A list of participants and attendees is included. (AB)

ED 046 460

LI 002 496

King, Donald W. Neel, Peggy W.

Cost Effectiveness of On-Line Retrieval System.

Westat Research, Inc., Rockville, Md.

Pub Date Feb 71

Note—13p.; Paper presented at the Sixth Middle Atlantic Regional Meeting [American Chemical Society], February 3-5, 1971, Baltimore, Maryland

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Costs, *Information Retrieval, *Information Systems, Man Machine Systems, *Models, *Relevance (Information Retrieval)

Identifiers—American Psychological Association

A recently developed cost-effectiveness model for on-line retrieval systems is discussed through use of an example utilizing performance results collected from several independent sources and cost data derived from a recently completed study for the American Psychological Association. One of the primary attributes of the model rests in its great flexibility in that various combinations of alternative systems and subsystems are open to comparison. Some of the systems which have been addressed include batch processing, on-line abstract and the subsystems include various levels of recall, several types of screening, and different user-system interfaces. The example chosen for discussion in this paper presents a cost-effectiveness comparison of on-line index and on-line abstract systems for various levels of demand and recall. (Author)

ED 046 461

LI 002 497

The Application of Computer Technology for Development, Report of the Secretary-General.

United Nations Economic and Social Council, New York, N.Y.

Report No.—E-4800; GE-70-11926

Pub Date 20 May 70

Note—120p.; Report prepared for the Forty-ninth session, Agenda item 15

Available from—United Nations Economic and Social Council, New York, New York

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Computers, *Developing Nations, *Economic Development, Personnel, *Social Development, *Technology, Training

Identifiers—United Nations Economic and Social Council

This report was prepared as a study of the situation of developing countries with regard to: (1) The results already obtained and the needs and prospects for the use of electronic computers in accelerating the process of economic and social development; (2) The various forms which international action may take to intensify co-operation in the field of computers and (3) The role which the United Nations can play in promoting international co-operation in that field, with emphasis on questions concerning the transfer of technology, the training of personnel and technical equipment. Part I deals with programs for developing the use of computer technology to facilitate the economic growth of developing countries and Part II presents some of the caveats, barriers and incentives that must be considered in the application of this technology. Recommendations of the study are: education and training of computer technology to accelerate economic and social development must receive first priority, each developing nation needs a broad national policy, and international cooperation must be increased. Nine appendices present background for the study. [Not available in hard copy due to marginal legibility of original document.] (AB)

ED 046 462

LI 002 498

Meadow, Charles T.

Man-Machine Communication.

Pub Date 70

Note—436p.

Available from—Wiley-Interscience, 605 Third Avenue, New York, N.Y. 10016 (\$13.95)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Computers, Information Processing, *Information Systems, Interaction, *Intercommunication, *Man Machine Systems, Technology

Identifiers—*Interactive Communication

This book discusses the relatively new development of interactive communication or dialog between men and computers. In this mutual exchange of information between two systems, each enjoys some independence of action, and the demand for improved information systems would be alleviated if effective communication between man and machine were resolved to yield better results than either could produce independently. Part I covers the basic aspects of interactive systems: the hardware or mechanical devices, computer programming, time-sharing, and natural language processing; Part II contains basic systems that are fully interactive; and Part III considers a representative set of advanced applications and concludes with a summary of the major problems of man-machine communications systems and a forecast of future developments. (AB)

ED 046 463

LI 002 499

Preston, Katharine Harris

Reference Service to Meet Community Needs; A Survey of the Reference Resources and Services of the Metropolitan Cooperative Library System.

Metropolitan Cooperative Library System, Pasadena, Calif.

Pub Date Apr 70

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Interlibrary Loans, Library Circulation, *Library Cooperation, *Library Networks, *Library Reference Services, Library Services, *Library Surveys, Public Libraries, *Use Studies

Identifiers—*California

The Metropolitan Cooperative Library System in California is a group of 17 autonomous community libraries which have joined together to provide better services to their patrons. This survey of the reference resources and services of the system was conducted by personal interviews at each of the member libraries. The focus is upon reader oriented services, i.e., good reference and reading collections; staffs available to help library users; and reciprocal borrowing privileges. Based on the information gathered through the interviews, recommendations are made for long and short range goals for future planning, with the purpose of increasing service to the public. (SG)

ED 046 464

LI 002 500

Rockwood, Ruth H., Ed.

Personnel Utilization in Libraries, Selected Papers.

Florida State Univ., Tallahassee. School of Library Science.

Pub Date 70

Note—114p.; Papers presented at an Institute Conducted by the School of Library Science, The Florida State University, and the Florida State Library, October 6-10, 1969

Available from—School of Library Science, Florida State University, Tallahassee, Florida 32306 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Personnel, Changing Attitudes, Institutes (Training Programs), *Librarians, *Management Development, Personnel Management, *Staff Utilization

Identifiers—*Middle Management

An institute on the utilization of personnel in libraries was conducted by the Florida State University School of Library Science in October, 1969. Papers presented are grouped into the following three broad categories: (1) changing attitudes toward personnel administration, (2) procedures for selecting middle management and (3) ways and means of developing effective leadership. The premise is that shortages in library personnel at all levels, but especially in the middle management positions, and inefficient use of personnel have kept libraries from providing the best possible services to individuals and communities. This publication is directed to professional librarians with management experience and administrative responsibilities for developing per-

sonnel to show them how to better use their staffs to improve the library. The papers presented include: (1) Leadership, (2) Democratic Administration and Morale, (3) Communications, (4) Policy of Selection, (5) Selection Devices, (6) Civil Service, (7) Opportunities for Growth, (8) Decision Making and the Delegation of Authority, (9) The Management Team, (10) Inservice Training: A Panel Discussion and (11) A Model Plan for Utilization of Personnel. (SG)

ED 046 465 LI 002 501
Proceedings of the Full Board Meeting, July 1970, Columbus, Ohio, U.S.A.

International Council of Scientific Unions, Paris (France).

Pub Date 70

Note—239p.

EDRS Price MF-\$0.65 HC-\$8.57

Descriptors—*Abstracting, *Information Dissemination, *Information Needs, *Information Retrieval, *Information Services, *Information Systems, *International Organizations, *Sciences Identifiers—*Scientific and Technical Information, STINFO

Since it was founded in 1952, the International Council of Scientific Unions Abstracting Board (ICSU AB) has convened at least once a year, a general assembly or full board meeting held in different cities in the world. This is the first publication of the proceedings of the meeting. It not only includes reports on the activities of the Board, its committees and working groups, but also progress reports from members and from specially invited observers. Session I describes the activities of the ICSU AB. Session II covers the proposed program for future work of the ICSU AB. Session III gives reports from member services and member unions of the ICSU AB. Finally, session IV contains reports from associate members and observers. This comprehensive publication gives some insight on the many ICSU AB activities and of the new developments and services to meet the information needs of scientists and technologists. The review, summary and conclusions of the meeting are appended. (NH)

ED 046 466 LI 002 502
Shank, Russell

Science and Engineering Library and Information Service Development in Support of Research and Development in Indonesia; Report to the Chairman of the Indonesian Institute of Sciences (LIPI).

Spons Agency—Indonesian Inst. of Sciences, Jakarta (Indonesia).

Pub Date 19 Nov 70

Note—23p.

Available from—Smithsonian Institution Libraries, Washington, D.C. 20560

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Foreign Countries, *Information Needs, *Information Services, *Library Materials, *Library Services, Research Libraries, *Sciences Identifiers—Indonesia, *Scientific and Technical Information, STINFO

Access to scientific and technical information is essential to the conduct of high quality research and development work. Indonesia's scientists and engineers in Government research institutes are generally not being well-served by their own libraries. The most serious deficiencies are: (1) inadequately trained library staffs, (2) lack of availability of current journals, (3) lack of current bibliographical and indexing services, (4) shortage of recent monographs and reference books, (5) poor or non-existent information services, (6) limited interlibrary cooperation, (7) underutilization of existing resources, (8) limited resources to aid in the selection of current titles for improvement of libraries, (9) cataloging arrears and (10) lack of understanding by many administrators of the true nature and value of library and information services. The principal goals of the research institutes in Indonesia for library and information service should be: (1) bring the most important new discoveries to the scientist's attention; (2) make engineers and technicians aware of new techniques, processes and products; (3) provide better sources of reference data and information and (4) decrease the time it takes to deliver a journal article, book, report or document to a library user. [Not available in hard copy due to marginal legibility of original document.] (NH)

ED 046 467 LI 002 503
The Texas State Library Communication Network, Policy and Procedure Manual. Second Edition. Texas State Library, Austin.

Pub Date Jan 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Information Centers, *Library Networks, *Library Services, *Manuals, *Objectives, Public Libraries, School Libraries, Special Libraries, *State Libraries Identifiers—*Texas State Library Communication Network, TSLCN

The goal of the Texas State Library Communication Network (TSLCN) is service to the library patrons of the state. Acceptable policies and procedures contribute to efficient network operation. Although the goal of the TSLCN is unchanged, this second edition of the "Policy and Procedure Manual" refines and improves a functioning system. The steady development of the network is demonstrated in its use. At the Texas State Library level 2,419 requests were received from Major Resource Center (MRC) libraries from July-December, 1968; a total of 6,107 requests were received during 1969; and by the end of August, 1970, this sum was surpassed. The contents of this manual are: (1) introduction, (2) The Texas State Library Communication Network, (3) size I (Major Resource Center) libraries, (4) size II (serving 25,000-200,000 patrons) libraries, (5) size III (serving 25,000 or fewer patrons) libraries and (6) Texas State Library Reference Division. Various tools and forms used by the networks are included in the appendices. (Author/NH)

ED 046 468 LI 002 504
Schwartz, Eugene S. And Others

Educational and Commercial Utilization of a Chemical Information Center. Biannual Summary, June 25, 1968 to June 25, 1970.

Illinois Inst. of Tech., Chicago. Research Inst.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No—C6156-9

Pub Date Jul 70

Note—130p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-191 545, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Chemistry, Computer Programs, *Education, *Industry, *Information Centers, *Information Retrieval, *Information Systems, *Information Utilization, Use Studies

Identifiers—*Scientific and Technical Information, STINFO

The design, implementation and operation of the Computer Search Center of IIT Research Institute, an information center to educate and link industry and academic institutions to chemical and other scientific information systems, is described. Format conversion, profile input, search and output programs developed over a two-year period are detailed and storage requirements and program transferability are discussed. Linguistic analyses directed toward control of search terms, profile development and search effectiveness include a Key-Letter-in-Context index, term aggregation and a Least Common Bigram search technique. A graduate course in "Modern Techniques in Chemical Information" is outlined and experience in education and training for Selective Dissemination of Information (SDI), including profile preparation, is related. Relevance, output and cost statistics are presented from production searches of Chemical Abstracts Condensates. (Author)

ED 046 469 LI 002 505
Stanford, Edward B.

MINITEX (Minnesota Interlibrary Teletype Experiment); Report Covering the First 18 Months of Project Operation, January 1, 1969 through June 30, 1970.

Minnesota Univ., Minneapolis. Univ. Libraries.

Pub Date Sep 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Experimental Programs, Information Systems, *Interlibrary Loans, *Library Cooperation, Library Networks, *Library Services, *Telecommunication, Use Studies

Identifiers—MINITEX, *Minnesota Interlibrary Teletype Experiment

In 1968, a two-year pilot project, called the Minnesota Interlibrary Teletype Experiment (MINITEX) was undertaken to test the feasibility of sharing the University of Minnesota's library resources with patrons of outstate libraries. This report presents the definitive evaluation for the MINITEX project. The four elements in the design of the experiment which are responsible for its success are: (1) The project's objectives were carefully defined and limited and thus were manageable, (2) By using TWX equipment MINITEX provided almost instant receipt of request data in a legible printed record, (3) By having personnel assigned exclusively to MINITEX service, the project staff could give its immediate and full-time attention to each request and (4) By selective use of postal service and United Parcel delivery, a daily pick-up at a designated hour moved materials to each requesting library without overnight delays. The report is divided into six sections: (1) Introduction and History of the Project; (2) Statistics of Services Rendered to June 30, 1970; (3) Over-all and Unit Costs of MINITEX Service; (4) Results of the Spring, 1970 User Survey; (5) Appraisals from Participating Libraries; (6) Evaluation and Conclusions. Appendix I contains statistics and graphic data. Appendix II contains letters from representatives of the MINITEX experiment. (NH)

ED 046 470 LI 002 506
Third Annual Report, Fiscal Year 1968, Title II, Elementary and Secondary Education Act of 1965; School Library Resources, Materials, and Other Instructional Materials.

Office of Education (DHEW), Washington, D.C.

Report No—OE-20108-68

Pub Date 71

Note—108p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO HE 5.220:20108-68, \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Annual Reports, *Educational Resources, Elementary Education, Federal Aid, *Library Materials, *Resources, *School Libraries, Secondary Education, *Textbooks

Identifiers—*Elementary Secondary Education Act Title II, ESEA Title II

This third annual report on the Elementary and Secondary Education Act (ESEA) Title II describes how the 50 States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands and the Bureau of Indian Affairs utilized their Title II funds in fiscal year 1968 for the improvement of educational quality and opportunity through increased use of the materials made available thereby. Data in the report are derived from annual reports submitted following the close of fiscal year 1968. The report consists of three parts: (1) the financial report—shows expenditures in the various categories during the fiscal year; (2) the statistical report—provides personnel data and materials acquired, shows program accomplishments and need for continuing financial support and (3) the narrative report summarizes and evaluates the program. Supplementary data obtained from 30 States on the special-purpose grants projects funded under ESEA Title II are included. The 19 Tables in the report are listed. The appendix contains supplementary data on numbers, cost, and types of audiovisual materials acquired during fiscal year 1968, by category and educational level. (NH)

ED 046 471 LI 002 507
Hopkins, Judith

Manual for OCLC Catalog Card Production. Revised and Enlarged.

Ohio Coll. Library Center, Columbus.

Pub Date Feb 71

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, *Cataloging, Catalogs, Information Retrieval, Libraries, *Library Cooperation, *Library Technical Processes, Manuals, School Libraries

Identifiers—OCLC, *Ohio College Library Center

The Ohio College Library Center (OCLC) is a computerized regional library center serving the academic libraries of Ohio, both state and private, in order to increase and make more efficient use of bibliographical resources. The program has five major components: (1) shared cataloging, (2) bibliographic information

retrieval, (3) circulation control, (4) serials control and (5) a technical processing system. This manual revises and expands the information in two previous manuals, the "Preliminary Description of Catalog Cards Produced from MARC II Data," issued in September 1969, and the "Instruction Manual for Catalog Production," issued in February 1970. The manual also calls upon material in various memoranda issued by OCLC. Part I of this manual is a detailed description of the catalog cards produced. While subject to continuing revision to better satisfy user needs, it describes the output that will be available from the on-line system which will be implemented in Summer, 1971 as well as from the present off-line system. Part II, which describes the procedures for requesting catalog cards, is applicable to the off-line system only. (AB)

ED 046 472

LI 002 514

Wilder, Philip S., Jr.
Library Usage by Students and Young Adults.
Indiana Univ., Bloomington. Graduate Library School.

Spons Agency—Indiana State Library, Indianapolis.

Pub Date Sep 70

Note—34p.; Indiana Library Studies Report 4

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Libraries, Library Research, Questionnaires, *Students, *Use Studies, *Young Adults

Identifiers—*Indiana, Indiana Library Studies

This study is an examination of the various uses of and attitudes toward public, school and academic libraries by children and young adults. The information on which the analysis is based was derived from 300 questionnaires completed by patrons of libraries in five cities. The questionnaire used and the raw data received are included in the appendices. Major categories measured by the questionnaire are: (1) user age group in relation to library size, (2) frequency of library visits by age groups and city size, (3) purposes of visits by age groups and library size, (4) various reasons for library use by library size, (5) user satisfaction, (6) student-users' age level and frequency of visit and (7) student-users' satisfaction with library staffs (school and public) and collections. (Other studies in this series are available as ED 044 131 through 044 145.) (SG)

ED 046 473

LI 002 515

Casey, Genevieve M. Phillips, Edith
The Management and Use of State Documents in Indiana.

Indiana Univ., Bloomington. Graduate Library School.

Spons Agency—Indiana State Library, Indianapolis.

Pub Date 70

Note—68p.; Indiana Library Studies Report 17

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Documentation, *Government Publications, Information Storage, Information Utilization, *State Government, *State Libraries, Use Studies

Identifiers—*Indiana, Indiana Library Studies

This study on the management and use of state documents is included in the Indiana Library Studies. (Other reports in this series are available as ED 044 131 through 044 145.) Options for improvement and a plan of action for improved government documents management are given based upon studies of: (1) the present management of state documents in the State Library of Indiana; (2) state documents management in other states; and (3) management and use of state documents in Indiana public, academic and school libraries. Eleven recommendations are given to help improve the storage and retrieval of state documents in order to provide better services to the users of these collections. (SG)

ED 046 474

LI 002 516

Han, F. Gerald
Historical-Archival Programs of the Indiana State Library, Indiana Historical Bureau, and the Indiana Historical Society: A Report With Recommendations.

Indiana Univ., Bloomington. Graduate Library School.

Spons Agency—Indiana State Library, Indianapolis.

Pub Date 70

Note—102p.; Indiana Library Studies Report 18

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Archives, *History, Library Programs, *Program Coordination, Special Libraries, *State Agencies, *State Libraries

Identifiers—*Indiana, Indiana Library Studies

As initially conceived, this survey, one of five reports focusing on present activities and structure of the Indiana State Library was to deal with the relationships and possible overlap between the functions of the State Library and the Historical Bureau. However, it was immediately apparent that the basic problem was less one of overlapping function between these two "co-ordinate" agencies than one of coordination and direction of the State Library's historical-archival activities and functions. Intimately involved in the problem of coordinating historical activities is the privately supported Indiana Historical Society whose programs, in some measure, parallel and overlap activities of the State Library and the Historical Bureau. While this study focuses most directly on the State Library's historical and archival activities, it deals with the programs of the Historical Bureau and the Indiana Historical Society as they affect the welfare of a well-coordinated and broadly-based historical agency program in Indiana. The study states its sources of information, gathered by personal interviews and explains the organization and status of archival and historical programs in Indiana. A summary of findings and recommendations are included. (Other reports in this series are available as ED 044 131 through 044 145.) (Author/SG)

ED 046 475

LI 002 517

Classification and Information Control; Papers Representing the Work of the Classification Research Group During 1960-1968.

Library Association, London (England).

Pub Date 69

Note—129p.; Library Association Research Publication 1

Available from—International Scholarly Book Services, Inc., 1920 Sheridan Road, Zion, Illinois 60099 (\$3.60)

Document Not Available from EDRS.

Descriptors—*Classification, Codification, Conferences, *Indexes (Locators), *Indexing, *Information Retrieval, Libraries, Subject Index Terms

Identifiers—*Classification Research Group, CRG, England

The report contains five papers dealing with some problems of a general classification scheme covering the whole field of knowledge which were presented at a conference held in London, June 1963. Topics covered included retrieval schemes, classification problems, inadequacies of existing classification schemes and the proposal of the Classification Research Group (CRG) for a new general classification. Thirteen papers representing the research efforts of the CRG during the years 1960-1968 under a grant to the Library Association form a record of progress under the grant. Various categories of terms and relationships of subjects, entity sequence, and notation problems are explored. Appendices provide tables of operators, provisional categories of attributes and schedules of entities. (AB)

ED 046 476

LI 002 518

Howard, Edward N.

An Inquiry Into Leased Space for School Administrations in Public Library Buildings.

Vigo County Public Library, Terre Haute, Ind.

Pub Date Jan 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Programs, Interagency Cooperation, *Library Facilities, *Public Libraries, *Schools, *Surveys

Letters were sent to all state departments of education or public instruction soliciting information and comments concerning the sharing of a portion of the public library building with other agencies such as public school administrations. Twenty-two replies were received from nineteen states. Over 50% of the respondents were in favor of the proposal under the following conditions: (1) the library keeps ownership of the building, (2) space lease is for a specified period of time and is recoverable by the library if needed, (3) the building is designed as a public library facility, (4) the library's functions would not be hampered, (5) the venture would help defray capital outlay and provide space for future needs, (6) access to school space be separate from library entrances, (7) utility and maintenance costs by

shared, (8) sufficient parking be provided, (9) telephone services by separate and (10) availability of federal funds be investigated. The strongest opposition among the respondents came from members of the library profession because past experiences in extra-library cooperation are disheartening. (NH)

ED 046 477

LI 002 519

A Five-Year Plan for Information Programs 1971-1975. Information Systems Plan.

American Chemical Society, Washington, D.C.

Pub Date Sep 70

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Chemistry, *Information Dissemination, *Information Systems, *Program Planning, Sciences

Identifiers—American Chemical Society, *Scientific and Technical Information, STINFO

Plans for the American Chemical Society's (ACS) information-oriented activities for the next five years (1971-1975) are summarized. Although the Society is concerned with a great variety of matters, only those programs closely related to chemical information are included in this document. It brings together thinking from all parts of the Society—membership, management, and staff—on how to deal with problems of scientific and technical information transfer in the near future. This Plan is essentially a statement of intent, for it shows the direction and proposed magnitude of the Society's future efforts. It is the first document of this nature produced for the overall ACS and, as such, it contains background and management material which will not all be repeated in subsequent revisions. It will be modified annually in accordance with the ACS planning cycle. Recognizing the importance of working cooperatively with other organizations involved in chemical information transfer, the Society will make this Plan available to the general chemical community for study and comment. (Author)

ED 046 478

LI 002 520

Stuart-Stubbbs Basil

The New England Deposit Library and the Hampshire Interlibrary Center. A Survey of Two Storage Libraries Performed for the University Libraries of British Columbia.

British Columbia Univ., Vancouver.

Pub Date 70

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Depository Libraries, Evaluation, Information Retrieval, Information Storage, Interlibrary Loans, *Library Cooperation, *Library Facilities, *Library Materials, *Storage

Identifiers—*Book Storage, Hampshire Interlibrary Center, HILC, NEDL, New England Deposit Library

The New England Deposit Library (NEDL) is a storage library in which the participants rent space; revenue from rents supports the operation of the library, and varies according to the space held on behalf of each participant, whether occupied or not. NEDL does not own its collections, but merely stores them—there is no common use. The Hampshire Interlibrary Center (HILC) is a jointly owned library of research material, supplementing the resources of the individual participants. Each participant pays an equal share of the operating budget. HILC owns its collections, which are loaned to the participants. The operation, facilities, costs, and services of each of these libraries are explored in order to determine which features might be suitable for British Columbia where, within a decade, the three university libraries will have grown beyond the capacity of present and projected library buildings. It is unlikely that microform or computer technology will soon provide an economic alternative to physical volumes as a means of storing knowledge. (NH)

ED 046 479

LI 002 527

Voigt, Melvin J., Ed.

Advances in Librarianship, Volume 1.

Pub Date 70

Note—307p.

Available from—Academic Press, 111 Fifth Avenue, New York, New York 10003 (\$15.00)

Document Not Available from EDRS.

Descriptors—*Automation, Bibliotherapy, Cataloging, College Libraries, Costs, Filing, Instructional Materials Centers, *Librarians, *Libraries, Library Acquisition, Library

Cooperation, *Library Planning, Library Reference Services, *Library Technical Processes, School Libraries, University Libraries

Identifiers—*Library Automation

Designed to fill the need for a continuing series to provide scholarly reviews of the rapidly changing field of librarianship, this book presents critical articles and surveys based on the published literature, research in progress, and developments in libraries of all types. The eleven subject areas covered are: (1) "The Machine and Cataloging" by George Piternick; (2) "Mechanization of Acquisitions Processes" by Connie R. Dunlap; (3) "Mechanization and Library Filing Rules" by Kelley L. Cartwright; (4) "Standards for Technical Service Cost Studies" by Helen Welch Tuttle; (5) "The Undergraduate Library Trend at Large Universities" by Robert H. Muller; (6) "The Changing School Library: An Instructional Media Center" by Chase Dane; (7) "Reference Service to Children—Past, Present, and Future" by Lillian K. Orsini; (8) "Progress in Bibliotherapy" by Ruth M. Tews; (9) "Effectiveness in Cooperation and Consolidation in Public Libraries" by Ralph Blasingame and Ernest R. DeProspero, Jr.; (10) "Library Planning: The Challenge of Change" by Robert E. Kemper and (11) "Acceleration of Library Development in Developing Countries" by Carl M. White. A subject index is provided. (NH)

ED 046 480 LI 002 528
Library Services and Construction Amendments of 1970; Hearing Before the Subcommittee on Education...on S. 3318...

Pub Date 27 Jan 70

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Federal Aid, *Federal Legislation, *Financial Support, Libraries, Library Facilities, *Library Programs, *Library Services, Policy Formation, Program Descriptions

Identifiers—*Library Services and Construction Act

Testimony relative to amending the Library Services and Construction Act (LSCA) is presented in the form of verbatim oral questions and answers, prepared statements, letters and supplemental materials. Witnesses commenting on S.3318, a simple extension of the LSCA, include: (1) James E. Allen, Jr.; (2) Albert L. Alford; (3) Ray M. Fry; (4) Lillian M. Bradshaw; (5) Elizabeth Meyer; (6) John A. Humphrey and (7) John Veblen. Prepared statements are by: (1) James E. Allen, Jr.; (2) Lillian M. Bradshaw; (3) John A. Humphrey; (4) Elizabeth Meyer; (5) New England Library Association; (6) Rhode Island Advisory Board of Library Commissioners; (7) Rhode Island Advisory Council of Interlibrary Cooperation; (8) Rhode Island Association for the Blind; (9) The Rhode Island Library Association and (10) John Veblen. The text of S.3318 and S.3549 is also included. (MF)

ED 046 481 LI 002 529

Perkins, Carl D.

Library Services and Construction Amendments of 1970...Report to Accompany H.R. 1363.

Report No.—House-91-1659

Pub Date 3 Dec 70

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Federal Aid, *Federal Legislation, *Financial Support, Libraries, Library Cooperation, Library Facilities, *Library Programs, *Library Services, Policy Formation, Program Descriptions

Identifiers—Adult Education Act, *Library Services and Construction Act

This House report recommends certain technical and clarifying amendments to the Library Services and Construction Act (LSCA), and to the Adult Education Act. It provides: (1) a general background of LSCA; (2) a projection of library needs; (3) the accomplishments of LSCA; (4) the "LSCA Allotments and State and Local Expenditures, 1967-70;" (5) the major provisions of the bill and (6) a section-by-section analysis of LSCA. (MF)

ED 046 482 LI 002 530

Pell, Claiborne

Library Services and Construction Amendments of 1970...Report to Accompany S. 3318.

Report No.—Senate-91-1162

Pub Date 9 Sep 70

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Federal Aid, *Federal Legislation, *Financial Support, Libraries, Library Cooperation, Library Facilities, *Library Programs, *Library Services, Policy Formation, Program Descriptions

Identifiers—*Library Services and Construction Act

The Library Services and Construction Amendments of 1970 extend the Library Services and Construction Act for five years. Its aim is to continue, with modification and improvements, the present programs under the act. The bill simplifies the administration of these programs and allows each State more flexibility in assigning Federal funds to its own library priorities. The bill consolidates the library services programs relating to institutionalized persons and handicapped persons under title IV of the act under present law, and with the library services program under title I. Title I is also expanded to include special library services for disadvantaged persons, assistance for strengthening State library administrative agencies, and assistance to strengthen metropolitan libraries as national or regional resource centers. The bill also changes the percentages with respect to the non-Federal share of the cost of carrying out State plans. In the case of titles I and II, the minimum Federal share of the cost is increased from 33 percent to 50 percent, while in the case of title III the Federal share is increased from 50 to 100 percent. (Author/MF)

ED 046 483

Yarborough, Ralph

Medical Libraries and Health Communications

Assistance Amendments of 1969...Report to

Accompany H.R. 11702.

Report No.—Senate-91-480

Pub Date 16 Oct 69

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Federal Aid, *Federal Legislation, *Financial Support, *Information Needs, Information Science, Libraries, *Medical Libraries, Policy Formation, Program Descriptions

Identifiers—*Medical Library Assistance Act

This Senate report recommends certain technical and clarifying amendments to H.R.11702. As reported, H.R.11702 would extend for three years the current program to provide financial assistance for the construction of health library facilities; to support training of health librarians and other information specialists; to expand and improve health library services through the provision of grants for library resources; to support projects of research and development in the field of health communications, and related special scientific projects; to support the development of a national system of regional medical libraries; and to support selected biomedical scientific publications projects. This bill would increase the total authorization for funding for these programs from the current \$21 million per year to \$25 million in fiscal year 1971, \$30 million in fiscal year 1972, and \$35 million in fiscal year 1973. (Author/MF)

ED 046 484

Program Resource Handbook.

Vigo County Public Library, Terre Haute, Ind.

Pub Date Feb 70

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Agencies (Public), *Community Organizations, Community Resources, *Library Services, *Organizations (Groups), Resource Guides, Resource Materials

The program resource handbook brings together individuals, groups and organizations who are constantly looking for resource materials for programs and those who are looking for opportunities to present their programs and services to the public. Among the resources listed in the handbook, there is information on speakers, materials, meeting rooms and tours available in Vigo County. (MF)

ED 046 485

Ottewill, Guy

Ubbiethes The Spiral Library.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Sep 70

Note—21p.; Occasional Paper 98

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Books, Building Design, Information Retrieval, *Library Facilities, Models, *Planning, *Research Libraries, *Storage

Identifiers—*Book Storage

A plan for a library with a storage level in the shape of a flat spiral is presented. The advantages of such a plan include: space saving, easy expansion of the building, an unbroken sequence of shelving, quick access to all books and freedom in the design of the library's other sectors. This plan is especially suited for the research library because this is where it is more important that books are preserved from damage or loss, that there is room for any increase in their numbers, that they are recorded under whatever heading they are sought, and that they are unerringly located and retrieved. Following a description of the working model is a discussion of such topics as: need for closed access, arrangement by size, undisturbed sequence, area accessibility, expandability, internal appearance, and superstructure. (NH)

PS

ED 046 486

A Guide for Managers of Child Day Care Agencies.

Migrant Opportunity Program, Phoenix, Ariz.

Pub Date May 69

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Ancillary Services, *Culturally Disadvantaged, *Day Care Programs, Evaluation, *Migrant Child Care Centers, *Parent Participation, Planning, Public Support, Recordkeeping, Staff Orientation, Volunteer Training

Identifiers—Migrant Opportunity Program, MOP

This guide was compiled by a group of rural Arizona day care center managers working under the Migrant Opportunity Program (MOP) established in 1965. The managers were previously inexperienced and, at the end of two years, were interested in self-improvement and more efficient ways to perform their jobs. Their collaboration and idea exchange, based on their actual experiences, resulted in this guide. Suggestions for more efficient day care center operations are made. Topics include staff supervision, purchasing guidelines, and ideas for evaluation of center efficiency. Another section explores means of obtaining public support from volunteer, parents, and auxiliary resources. There are guidelines for compliance with regulations and adequate maintenance of records (income, employment, health, progress, statistics). The guide deals with the practical aspects of staff training including lesson planning and an explanation of methods effective in adult education. This practical text is particularly useful for federally funded centers for disadvantaged children. (Filmed from best available copy.) (AJ)

ED 046 487

Birch, Jack W. Birch, Jane R.

Preschool Education and School Admission Practices in New Zealand.

Pittsburgh Univ., Pa. School of Education.

Pub Date Jun 70

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), *Admission Criteria, Child Care Centers, Cross Cultural Studies, Curriculum, Ethnic Groups, Government Role, *Kindergarten, Parent School Relationship, Play, *Preschool Education, *Primary Grades, Student Adjustment, Teacher Role, Voluntary Agencies

Identifiers—New Zealand (Maori)

The New Zealand early childhood education experience is studied in order to discover practices which might be adapted for use in the United States. Data are presented on social and governmental factors influencing the development of early childhood education in New Zealand. Preschool education is conducted by private volunteer groups subsidized by the government. The purposes and organization of the two types of preschool program are presented. The Play Center is parent-operated, emphasizes play as a medium for self-realization, and receives a small amount of financial support from the government. The Kindergarten, which is staffed by

government teachers, focuses on preparation of the child to enter Primary I, and receives a large amount of financial support from the government. Of particular interest is the "drop-in" admission to first grade immediately after each child's fifth birthday. Interviews with 236 teachers, administrators, and parents form the basis for position statements which give pros and cons of the first grade admission procedure. The educational disadvantage of Maori children is discussed. Research possibilities are indicated. (NH)

ED 046 488 PS 003 676

McGrath, Francis Joseph
Attitudinal Study of Roman Catholic Parents of Pre-School Children Regarding the Option of "Catholic" or Public School Education for Their Children.

Pub Date Jan 70

Note—55p.; Paper is a master's thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts in Education (First Draft Copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Catholic Parents, *Catholic Schools, Government Role, *Parent Attitudes, Parent Responsibility, *Parochial Schools, *Questionnaires, Religious Education, Surveys

This master's thesis surveyed the attitudes of Catholic parents toward the option of parochial or public school education for their children. The subjects, members of St. Kieran's parish in Chicago Heights, Illinois, were 85 families who had only preschool age children. Parents responded individually to questionnaires. A summary of questionnaire responses revealed: (1) young Catholic parents do not feel a moral obligation binding under sin to send their children to parochial school; (2) the majority of Catholic children coming of school age in the next six years are not likely to be enrolled in parochial schools; (3) young Catholic parents are in favor of the Catholic Church's maintenance of parochial schools; and (4) they believe federal and state governments ought to give financial aid to private schools. The appendixes include copies of the cover letter sent to parents and the questionnaire. (AJ)

ED 046 489 PS 003 859

Class, Norris E.
Licensing of Child Care Facilities by State Welfare Departments: A Conceptual Statement.

Pub Date 68

Note—67p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.35)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Organization, *Certification, *Child Care Centers, Child Care Workers, Day Care Programs, Foster Homes, Private Agencies, *Standards, *State Licensing Boards, Supervisory Activities, Welfare Agencies, Welfare Services

In this statement, structural and operational aspects of licensing by welfare departments are analyzed. The philosophy of licensing, and the underlying principles are defined and the licensing of child care facilities is presented as a preventive social service in the form of legal regulation. A comprehensive discussion of child care licensing is contained in the following chapters: Child Care Licensing: The Statutory Basis; The Formulation of Licensing Standards; Administrative Organization; Application, Study, and License Issuance; Supervision-Consultation; and The Achievement of Licensing Goals. A historical note provides background on the development of child care licensing. This publication should be of use to state welfare administrators and staffs in improving their licensing programs, to legislators in drafting licensing statutes, to citizens serving on boards and advisory committees of welfare agencies, and to social work educators. (Author/NH)

ED 046 490 PS 003 919

Miller, Dolores J. And Others
A Test of Habituation in Human Infants as an Acquisition Process in a Retroactive Inhibition Paradigm.

Minnesota Univ., Minneapolis. Inst. of Child Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Sep 70

Note—18p.; Paper presented at the 78th Annual Convention of the American Psychological Association, Miami Beach, Florida, September, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attention Span, *Conditioning, *Eye Fixations, *Infants, *Inhibition, Males, Stimulus Behavior, Visual Stimuli

Habituation and dishabituation to a simple geometric stimulus were examined for a sample of 36 5-month old subjects. All subjects viewed successive presentations of a standard stimulus, and, following a retention interval, a single presentation of the standard and a novel stimulus in the test phase. During the interpolated interval, repeated presentations of another, different stimulus were shown to subjects in the Retroactive Inhibition Condition, while those in the Control Condition were given auditory stimulation. Analyses of visual fixation scores indicated that habituation occurred to the standard stimulus and that response within conditions to this stimulus in the test phase was in directions predicted by the interference theory of forgetting. Visual responses of subjects in the Retroactive Inhibition Condition appeared to have been dishabituated by presentations of a stimulus during the retention interval, whereas those of subjects in the Control Condition evidenced continued habituation to the standard. The between-conditions comparison on the test of the standard stimulus, however, only approached significance. (Author)

ED 046 491 PS 003 921

Tanaka, Masako N. Chittenden, Edward A.
Understanding of Quantitative Concepts in 3 1/2-4 1/2 Year-Old Children.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 3 Mar 70

Note—9p.; Paper presented at the meetings of the American Educational Research Association, Minneapolis, Minnesota, March 3, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Formation, Developmental Psychology, *Evaluation, *Mathematical Concepts, *Measurement Instruments, *Preschool Children, Psychometrics, Research Needs, *Task Performance

Identifiers—Counting Task, Enumeration Task, Spontaneous Correspondence Task

This report analyzes the nonverbal performance of 100 children (3 1/2-4 1/2 year old) on tasks of discontinuous quantity. The children are part of a larger group of subjects participating in a longitudinal study of educational and social programs for disadvantaged children currently being conducted by the Educational Testing Service. The purposes of the analysis are: to examine and describe some psychometric properties of measures appropriate for use with very young children; to relate the measures to theory in developmental psychology; and to consider some implications for educational research and practice. The two principal measures are a spontaneous correspondence task and a test of spatial enumeration, with a third supplementary test of counting. The results suggest the feasibility of measures of quantitative thinking which are less dependent on verbal responses and which attempt to focus on the processes of responding. (Author/AJ)

ED 046 492 PS 003 941

Barbrack, Christopher R. And Others
Information on Intervention Programs of the Demonstration and Research Center for Early Education.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Pub Date [70]

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Cognitive Development, Evaluation Methods, Home Programs, *Intervention, Language Development, *Low Income Groups, Mothers, Parent Education, Physical Development, *Preschool Programs, *Program Descriptions, Social Development

Identifiers—DARCEE, Demonstration and Research Center Early Childhood, *Head Start

This report describes the Demonstration and Research Center for Early Childhood Education (DARCEE), a center initiated to develop knowledge to improve the educability of young children. The report includes a fold-out diagram of DARCEE intervention programs—completed, current, and planned. Each program is listed with (1) an explanation of the purpose and objectives of the program; (2) a listing of program publications and reports; and (3) a description of the individual project's setting, subject population, and the time period involved. Included in the report is a general description of the DARCEE program organized in terms of two classes of variables, aptitude for achievement and attitudes toward achievement. Programs for language, social, and physical development are discussed. Also explained are programs for parents which are built on the idea that training the mother to provide experiences for her children will promote their growth and development. DARCEE program implementation methods and evaluation approaches used are included in this report. (AJ)

ED 046 493 PS 003 942

Armington, David E.
A Plan for Continuing Growth.
Education Development Center, Inc., Newton, Mass.

Pub Date Nov 69

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, Classroom Environment, Classroom Techniques, *Educational Objectives, *Individual Needs, Program Descriptions, *Teacher Role

Identifiers—British Infant Schools, EDC, Education Development Center, *Project Follow Through

To reshape our schools, top priority must be given to programs such as Follow Through which emphasize curriculum change and teacher education. The Education Development Center Follow Through Program, inspired by an 8-year association with the revolution in English primary schools, formulated these objectives: (1) to help schools create classroom environments responsive to the individual needs of children as well as to the talents and styles of the teachers; and (2) to develop the advisory concept to facilitate growth and change in schools. The key elements of this approach are the open classroom; the teacher as researcher-experimenter rather than authority figure; and the advisory service. Advisors are experienced educators who work in unthreatening ways with schools and teachers to help them realize their potentials and to make change self-sustaining. The three major functions of the advisory are to support research and development; to maintain a workshop and resource center; and to facilitate communications between classrooms and teachers. In 1969-70, twelve EDC advisors served nine school districts in eight widely-scattered states. Plans are being formulated to establish local advisory groups in school districts. (AJ)

ED 046 494 24 PS 003 976

Katz, Lilian G.
Teacher-Child Relationships in Day Care Centers.
Working Paper.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Bureau No.—BR-0-0288

Pub Date Sep 70

Contract—OEC-0-70-2623(519)

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Effective Teaching, *Preschool Teachers, *Research Reviews (Publications), *Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, Teacher Characteristics, Teacher Influence, *Teacher Role

Teacher-child relationships are complex phenomena which can be described and observed from a variety of angles, on many different levels. Recent research contributes some information applicable to the analysis of teacher-child relations and identifies issues for further study. Teacher functions or duties may depend, in part, upon the teacher's background and the demands of her program. Although four types of functions are defined (maternal, therapeutic, facilitator, instructional), no research has yet been done to in-

investigate teachers' time distribution among these role functions. While the characteristics of teachers can be examined in two broad classes, attributes and behaviors, the research is difficult to synthesize and summarize. However, it provides indications that teachers may need help in developing skills to extend the information processing abilities of pupils and to build more constructive classroom climates. These skills need to be clearly identified. Research involving larger sample sizes is needed to support studies assessing the predictability of teacher behavior from the specifications of curriculum models. Few studies deal with the effects of teachers on children. Welcome additions to the existing body of concepts are expected from the Planned Variation Experiment with Head Start curriculum. References are given. (WY)

ED 046 495 PS 003 986

Baratz, Stephen S.

Negro Culture and Early Childhood Education.

Pub Date Jun 70

Note—17p.; Paper presented at the Montessori Centennial Conference, New York, New York, June, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education, Cross Cultural Training, *Cultural Differences, Culture Conflict, *Early Childhood Education, *Intervention, Language Development, Linguistic Competence, *Negro Culture, *Negro Dialects, Negro Youth, Nonstandard Dialects

Most compensatory early childhood programs are based on an assumption of linguistic and cognitive deficits which must be remedied if the Negro child is to succeed in school, but much collected data questions this assumption. The language of many lower class Negro children has been shown to be well-ordered and highly structured, although the dialect differs from standard English. A body of literature has appeared which terms the Negro mother inadequate, but newer insight, illustrated by the work of Virginia Heyer Young, recognizes that the Negro has a culture and life style which is meaningful and well-defined. Culture and race are too often used interchangeably, and early intervention programs have been created which are ethnocentric and lack cross-cultural perspective. Suggestions are given for ways in which the school needs to be restructured to take advantage of these observed cultural differences, particularly in regard to language and reading. Intervention is seen as necessary, but it should assume a culture conflict, rather than a culture deficit, viewpoint. (NH)

ED 046 496 PS 004 001

Michelson, William

The Physical Environment as a Mediating Factor in School Achievement.

Ontario Inst. for Studies in Education, Toronto.; Toronto Univ. (Ontario).

Pub Date Jun 68

Note—24p.; Paper presented at the Annual Meeting of the Canadian Sociology and Anthropology Association, Calgary, Alberta, June 6-7, 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Academic Performance, Achievement Rating, Achievement Tests, Analysis of Variance, Family Characteristics, *Family Environment, *Grade 3, Interviews, *Physical Environment, Space Utilization, Study Facilities, Tables (Data)

As part of a longitudinal study of 710 children, the role of the home physical environment in the school achievement of third grade children is investigated. Home interviews gathered information on family characteristics and physical accommodations. Children's achievement data was obtained by achievement tests and teacher ratings. It was hypothesized that achievement would vary directly with better quality of housing and provision of suitable study space, and that it would vary inversely with measures of crowding and noise. Two-way analysis of variance tables were computed, with physical and social factors (sharing of homework room, housing type, amount of noise, etc.) as independent variables, and achievement data as dependent variables. The hypothesis proved true, with the exception of one physical variable, overcrowding of persons per room of the dwelling unit. Conclusions are tentative due to certain limitations of the study. It may be that, within reasonable limits, it is not the number of people who occupy a dwelling that in-

fluences study and retention, but rather the way the available space is divided and used. (NH)

ED 046 497 PS 004 002

Friedman, Myles I. And Others

An Investigation of the Relative Effectiveness of Selected Curriculum Variables in the Language Development of Head Start Children.

South Carolina Univ., Columbia.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 70

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Youth, *Evaluation Techniques, Intervention, Language Development, *Language Programs, *Preschool Programs, Program Effectiveness, *Program Evaluation, Statistical Analysis, Tables (Data), Teaching Guides, Testing

Identifiers—Project Head Start

This report evaluates the influence of five language programs on the learning of children in year-round Head Start programs. It presents the statistical analysis and design of an investigation conducted in ten classrooms in two sites (Henderson, North Carolina and Vero Beach, Florida). The core of the programs was the Buchanan Readiness in Language Arts program with four combinations of supplements. A monitored and an unmonitored control group were used in each site. It was hypothesized that the experimental classes would outrank the controls in a predetermined order. Although significant differences were found on several subtest measures, the data did not support the hypothesis. The experimental groups, in general, outperformed the control groups on only two of the pre-posttest measures (alphabet and letter recognition). Appendixes comprise one-half of the document and include two manuals for teachers (Buchanan-Swanson Supplement and the Reinstein Reinforcement Program), cover letters and sample questionnaires used in the language program evaluation, a listing of instruments common to national evaluation projects, forms and reports used for a variety of tests and testing conditions, a listing of personnel, and the tables from statistical analyses. The interim report emphasizing the general rationale for this investigation is available as PS 003 680. [Filmed from best available copy.] (WY)

ED 046 498 24 PS 004 003

Strain, Barbara

Developmental Trends in the Selective Perception of Race and Affect by Young Negro and Caucasian Children.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Bureau No—BR-7-0706

Pub Date Aug 70

Contract—OEC-3-7-070706-3118

Note—49p.

Journal Cit—DARCEE Papers and Reports (George Peabody College for Teachers); v4 n5 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Age Differences, Attitudes, Bias, Caucasians, Negro Youth, *Pictorial Stimuli, Preschool Children, Primary Grades, *Racial Attitudes, Tables (Data), *Task Performance

This study used a "disguised-structured" technique for determining the differential saliency of race and affect on preference behavior of 60 5-, 6-, and 7-year-old Negro and Caucasian children. Positively and negatively valued objects were distributed by subjects among photographs of happy and sad Negro and Caucasian children. No racial preference was found among 5-year-olds of either race or among older Negro children; 6- and 7-year-old Caucasian children showed growing preference for the Caucasian stimuli. Preference for the happy stimuli was shown by all groups of children, the affect differences overriding all race preferences. Included are both references and a bibliography of sources not cited in the text. Appendixes provided include a duplication of task photographs, sample data form, and additional task tables. (Author/AJ)

ED 046 499

Wei, Tam Thi Dang

Piaget's Concept of Classification: A Comparative Study of Socially Disadvantaged and Middle-Class Young Children.

Illinois Univ., Urbana. Coll. of Education.

Pub Date [69]

Note—20p.; Paper is based upon a thesis submitted by the author in partial fulfillment of the requirements for the degree of Doctor of Philosophy at the University of Ill.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Comparative Analysis, *Concept Formation, *Grade 2, *Kindergarten Children, Middle Class, Socially Disadvantaged

Identifiers—Piaget

This study examines the differences in classificatory performance of children from middle class (MC) and from culturally deprived (CD) backgrounds at kindergarten and second grade levels. It was hypothesized that: (a) the ability to classify increases with age (b) CD children would score lower on tasks of classification than children in MC groups (c) the range of differences between the two special groups would be greater for the second grade than for the kindergarten children (d) there is a difference in the justification scores favoring the advantaged over the deprived groups. Eighty subjects, in four groups of twenty each, participated. Four classification tasks of Piaget were used (Changing Criteria, Classification, Class Inclusion, and Matrices). Subjects were individually interviewed, asked the same questions and presented the four tasks in sequence. Findings supported the hypothesis that the ability to classify increases with age. They also pointed to a significant difference between the performance and the justification scores of the two social groups. Findings from this study indicated an almost parallel development between the two grade levels of the two social classes. It might be profitable to repeat this study with a wider range of age levels and with a larger sample to ascertain the presence or absence of social class differences in classificatory performance. (WY)

ED 046 500 PS 004 013

Siegel, Linda S. Forbes, William H.

Rule Structure and Proportion of Positive Instances as Determinants of Concept Attainment in Children.

McMaster Univ., Hamilton (Ontario).

Pub Date [69]

Note—11p.

Available from—Linda S. Siegel, Department of Psychiatry, McMaster University, Hamilton, Ontario, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, Analysis of Variance, *Cognitive Processes, *Concept Formation, *Elementary School Students, Logical Thinking, *Problem Solving, Task Performance, Visual Stimuli

This study tests the following hypotheses: (a) the ability to solve disjunctive concepts increases with age; (b) positive instances are of greater use in solving conjunctive concepts while negative instances are of greater use in solving disjunctive concepts; (c) older children will show greater improvement than younger children in concept attainment performance as the proportion of negative instances increases in a disjunctive problem. The subjects were 36 second grade children and 36 fifth grade children. The stimuli consisted of 32 cards on which there were geometric forms varying on five binary dimensions. Subjects pointed out those cards in the array which they felt best met the examiner's verbal description. Results indicate that second and fifth grade children solved disjunctive and conjunctive concept attainment problems with either 20%, 50%, or 80% positive instances. The older children solved conjunctive concepts more easily than disjunctive concepts; both were equally difficult for the younger children. As the proportion of negative instances increased, disjunctive concepts were solved more easily. (Author/WY)

ED 046 501

Garfunkel, Frank

Preschool Education and Poverty: The Distance In Between. Final Report of 1968-69 Intervention Program.

Boston Univ., Mass. Headstart Evaluation and Research Center.

PS 004 017

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jul 70

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Involvement, Community Problems, *Comprehensive Programs, Evaluation Needs, Feedback, Inservice Education, *Intervention, Low Income Groups, Objectives, Observation, *Parent Participation, *Preschool Education, Research Needs, Social Change, Social Factors

Identifiers—Project Head Start

An educational intervention program for lower income children was characterized by parent involvement in all stages. Active dialogue between parents, teachers and the Boston University Head Start Evaluation and Research Center (BUER) was considered a primary purpose and encouraged by BUER training, research and service activities. An ethical code evolved which committed university researchers to a non-traditional research program, open to community involvement and criticism. The need for institutional change was perceived as more critical than any particular curricular content, and the program was closely involved with community problems. Program components discussed are: parent involvement in decision making; inservice training; observation and feedback; diagnostic and follow-up work; and development of a new research tool, the Classroom Behavior Form. The complex nature of evaluation is discussed, and the use of IQ gains to measure the success of intervention programs is questioned. Political, social, and economic goals of Head Start programs are cited as more important to the needs of the people served than the education per se of young children. Head Start evaluation studies should, therefore, include evaluation of these goals. (NH)

ED 046 502

PS 004 055

Kamil, Constance

An Application of Piaget's Theory to the Conceptualization of a Preschool Curriculum.

Ypsilanti School District, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 70

Note—57p.; Paper prepared for presentation at a conference sponsored by the Department of Educational Psychology, City University of New York, New York, N.Y., May 22-24, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Cognitive Processes, *Concept Formation, Curiosity, *Curriculum Development, Emotional Development, Intelligence, Learning Processes, Logical Thinking, Objectives, Play, *Preschool Children, Social Development, Teacher Role, Teaching Methods

Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III, *Piaget

A Piagetian preschool emphasizes the child's active construction of mental images rather than passive association of words and pictures with real objects. The role of the teacher is neither to dictate good behavior nor to transmit ready-made predigested knowledge. Her role is to help the child to control his own behavior and to find things out as a result of his own curiosity and exploration. The child builds knowledge through his own actions on objects, using object feedback and his own reasoning processes. To accomplish this task, the teacher selects a variety of objects to give a range of possible activities from which the child can choose. The teacher diagnostically picks up on the child's interests by making suggestions and asking questions. Piaget's distinction among physical, social, and logico-mathematical knowledge and representation guides the teacher in deciding when to answer a child's specific questions and when to leave the question open for the child to find the answer. The basic principle to keep in mind is that play is the most powerful ally on the teacher's side. A curriculum which reflects an understanding of the nature of intelligence from Piaget's biological perspective will define its long-term goals first and then proceed to conceptualize its short-term goals. (Author/WY)

ED 046 503

PS 004 056

Weikart, David P.

Ypsilanti Preschool Curriculum Demonstration Project, 1968-1971.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 69

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Comparative Analysis, *Culturally Disadvantaged, *Curriculum Research, *Educable Mentally Handicapped, Emotional Development, Home Visits, *Preschool Programs, Self Control, Social Development, Sociodrama, Team Teaching, Traditional Schools

Identifiers—Cognitively Oriented Curriculum, Elementary and Secondary Education Act Title III, ESEA Title III, Language Training Curriculum, Piaget, Unit Based Curriculum

This report describes the Ypsilanti Preschool Curriculum Demonstration Project, a 5-year program conducted to assess the efficacy of preschool intervention for culturally disadvantaged children diagnosed as functionally retarded. Five groups of 3- and 4-year-olds participated in the program or served as controls. The project served as a source of data for research on different types of preschool intervention and as a center for dissemination of information to teachers, administrators, and researchers in education. The curricula included: (1) a cognitively oriented curriculum based primarily on Piaget's principles of cognitive development, the principles of sociodramatic play and impulse control suggested by Smilansky, and some specially developed language techniques; (2) a language training curriculum emphasizing learning of academic skills including arithmetic and reading; and (3) a unit-based curriculum emphasizing the social-emotional development goals of the traditional nursery school programs. The preschool sessions were supplemented with home visits. The results for the first two years of operation (1967-69) demonstrated that children may profit from any structured curriculum which offers a wide range of experience and individual student attention. (AJ)

ED 046 504

PS 004 057

Pederson, David R. And Others

Relative Soothing Effects of Vertical and Horizontal Rocking.

University of Western Ontario, London. Dept. of Psychology.

Spons Agency—Ontario Mental Health Foundation, Toronto

Pub Date Apr 69

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Behavior Rating Scales, Graphs, *Infant Behavior, Infants, *Measurement Instruments, Observation, *Reactive Behavior, Tables (Data)

In this study designed to compare the relative pacifying properties of horizontal and vertical rocking, 13 infants (mean age—58 days) were each tested on two subsequent days. The rocking device was a cradle that could be manipulated to produce side-to-side rocking similar to a commercial cradle or up-and-down rocking. In its up-and-down mode, the cradle was moved through a 4-inch vertical excursion. Each subject received one mode of rocking in one daily session and the other mode on the following day. The subject's activity was independently rated on a 6-point scale every 30 seconds by two observers, and by an Electro-Craft Movement Transducer placed under the mattress of the cradle. Each day the infant received two 5-minute periods of rocking preceded and followed by a 5-minute observation period. Scores showed that activity during rocking decreased; but with termination of rocking, activity returned to the baseline level following the first rocking period. Activity after the second rocking period did not rise to the initial level. The up-and-down mode was more effective as a soother than the side-to-side mode. Transducer scores were in agreement with observer scores. (Author/AJ)

ED 046 505

24

PS 004 058

Adams, Janice Freeman

Learning to Learn on a Concept Attainment Task as a Function of Age and Socioeconomic Level. Report from the Project on Situational Variables and Efficiency of Concept Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Report No.—UW-WRDCCL-TR-141

Bureau No.—BR-5-0216

Pub Date Sep 70

Contract—OEC-5-10-154

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, Analysis of Variance, *Concept Formation, Elementary School Students, Graphs, Hypothesis Testing, Learning, Learning Experience, Learning Processes, *Learning Theories, Prediction, Research Reviews (Publications), *Socioeconomic Status, *Task Performance, Transfer of Training

An experiment tested the assumption that differences in learning to learn (LTL) are to a large extent explained by differences in what groups of different socioeconomic status (SES) have learned about ways to learn a task. A 6-problem concept attainment task not dependent on verbalization was used. Subjects were 108 elementary school Caucasian children equally divided among 7-, 9-, and 11-year-old age groups, from low and middle SES categories. Certain differences in the shapes of the subjects' learning curves were predicted. However, results failed to confirm that the 9- and 11-year-olds in low SES groups would have increasing gains on the early problems, with decreasing gains on the final problems. The learning curves for the low SES, 7-year-old group and the middle SES, 7-, 9-, and 11-year-old groups were curves of decreasing gains on all problems, as predicted. In summary, the learning curves on Problems 1 through 6 were curves of decreasing gains for both low and middle SES children at the three ages studied. Suggestions are made for future studies. (Author/NH)

ED 046 506

PS 004 059

Formanek, Ruth Woog, Pierre

Attitudes of Preschool and Elementary School Children to Authority Figures.

Hofstra Univ., Hempstead, N.Y.

Pub Date Mar 70

Note—15p.; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minnesota, March, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Attitudes, *Attitude Tests, Cultural Factors, *Elementary School Students, *Power Structure, *Preschool Children, Sex Differences, Social Differences, Subculture

Identifiers—Caldwell Preschool Inventory

The purpose of this study was to examine children's perceptions of authority figures as a function of the variables of sex, age, ethnic group and socio-economic status (SES). The authority figures included policeman, principal, teacher, father, mother, and overall (cumulative effects of all authority). Questions from the Caldwell Preschool Inventory were administered to 90 preschool children. A modification of this instrument was administered to 526 elementary school children (616-total population). Responses were categorized: threatening, protective, ambivalent, or neutral. Interrater agreement was greater than .90 in all cases. Analysis of the data demonstrated that for preschoolers, teachers and overall were more threatening to boys than to girls, and that teacher, policeman, father and overall were more threatening to lower "SES" children than to middle "SES" children. The elementary school sample demonstrated that threat scores for the principal and overall were greater for intermediate age children than for primary children. The findings suggest that perceptions of authority figures are probably initially modeled by the particular subculture of the child and that these perceptions are subject to change. (Author/AJ)

ED 046 507

PS 004 060

Haupt, Dorothy

Relationships Between Children's Questions and Nursery School Teachers' Responses.

Wayne State Univ., Detroit, Mich.

Pub Date 66

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Communication, Learning Processes, Nursery Schools, *Preschool Children, *Questioning Techniques, Research

Methodology, Sex Differences, *Student Teacher Relationship, Teacher Behavior, *Teacher Response, *Verbal Communication

This study (condensed from an unpublished doctoral dissertation, "Teacher-Child Interaction: A Study of the Relationships between Child-Initiated Questions and Nursery School Teacher Behavior," Wayne State University, 1966) examines the teaching and learning processes set in motion when four-year-old children question their teachers in nursery school classrooms. Thirteen girls, 13 boys, and eight teachers, in two middle class nursery schools were observed on a rotated time and program area schedule. Verbatim recordings were made of child-teacher-child interactions and coded to permit systematic comparisons of the form, function, and content of the children's questions and the teachers' responses. Results are presented in two parts: (1) methodological problems and (2) patterns of relationships between acts of instigation, acts of teaching, and child response. Major findings include a delineation of differences by sex in the kinds of questions asked, differences evoked in structured and unstructured situations, different response patterns used by teachers for initial questions rather than reciprocal questions and different response patterns used for answers to typically boy or girl questions. The study suggests that teachers reinforce their position as a prime verbal source of information and that they need to increase their skill in helping children learn how to learn by helping them pose relevant questions in a more orderly sequence. (WY)

ED 046 508 PS 004 061

Owen, George M. And Others
Nutrition Survey of White Mountain Apache Preschool Children.

Childrens Hospital Research Foundation, Columbus, Ohio; Ohio State Univ., Columbus.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date [70]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Apache, Body Height, Body Weight, *Low Income Groups, Maturation, National Surveys, *Nutrition, Physical Development, Physical Examinations, *Physical Health, *Preschool Children, Tables (Data)

Identifiers—Head Start

As part of a national study of the nutrition of preschool children, data were collected on 201 Apache children, 1 to 6 years of age, living on an Indian reservation in Arizona. This report reviews procedures and clinical findings, and gives an analysis of growth data including skeletal maturation, nutrient intakes and clinical biochemical data. In the study, home interviews were conducted and children were also examined clinically. The high level of voluntary participation of families reflected great interest in the health status of their children. Limited socioeconomic information was obtained on the participant families but, generally, living conditions were at the poverty or near-poverty level. It is noted that 36 of the children were enrolled in Head Start and received a portion of their food intake there. The pattern of insufficient or inadequate dietary intakes, growth underachievement and biochemical evidence of nutritional risk seen for Apache children was similar to that of children living in poverty in Mississippi. (NH)

ED 046 509 PS 004 064

Williams, Charles Ray
A Comparison of Contrasting Programs in Early Childhood Education.

California Univ., Los Angeles.

Pub Date 70

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Performance, Classroom Observation Techniques, Classroom Techniques, *Comparative Analysis, Conventional Instruction, *Early Childhood Education, Educational Programs, Individualized Programs, *Kindergarten, Measurement Instruments, Performance Factors, *Program Evaluation, Research Methodology, Student Teacher Ratio, Teacher Role

This study compares the performance of pupils in the individualized early childhood program at the University of California at Los Angeles Elementary School with that of kindergarten pupils

in the more conventional program of the Los Angeles City Schools. Programs of both institutions are analyzed and relationships between school program and student performance are noted. To assess pupil performance, three tests based on precise educational objectives from three curricular areas (self-related skills, reading readiness, and social skills) were administered to a total of 69 5-year-olds. To compare the programs of both institutions, a set of observational categories guided description of activities for 21 classrooms. Statistical evidence indicates that performance of pupils in the University School program was significantly (.01) higher for all three curricular areas. An analysis of the classroom observations reveals a number of areas of gross difference between the two programs which appear to be related to differences found in pupil performance. The text of this document provides the study format and four extensive appendixes provide instruments designed to expedite further research into the cause and effect relationships which exist in educational programs. (Author/WY)

ED 046 510 PS 004 065

Badger, Earlaadeen
Activities for Infant Stimulation or Mother-Infant Games.

Mount Carmel Parent and Child Center, Ill.

Pub Date Oct 70

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Day Care Programs, *Developmental Programs, Home Programs, Imitation, *Infants, Mothers, Parent Child Relationship, Physical Development, *Skill Development, Social Development, *Stimulation, Toys

Identifiers—Mount Carmel Illinois, Parent Child Center

Specific suggestions are offered for mother-infant activities, sequenced according to developmental levels, which foster the physical and mental development of the infant and the socio-emotional relationship between mother and infant. The activities are intended for use by professionals, paraprofessionals, and mother-teacher aides who work with infants in Day Care and Home Bound programs. The program is based on the Uzgris-Hunt Ordinal Scales of Infant Development and includes these activity categories: (1) Object Permanence, (2) Development of Means, (3) Imitation (Vocal and Gestural), (4) Operational Causality, (5) Object Relations in Space, and (6) Development of Schemas. A list is given of toys and other materials suitable for inclusion in a mother-infant game kit. (NH)

ED 046 511 PS 004 116

North, Robert D. And Others
Pre-Kindergarten Program, 1968-69. Evaluation Report for the Project.

New York City Board of Education, Brooklyn, N.Y.; Psychological Corp., New York, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 69

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Compensatory Education, *Evaluation Techniques, Followup Studies, Intellectual Development, Low Income Groups, Negro Youth, Parent Participation, *Preschool Programs, *Program Descriptions, *Program Evaluation, Self Concept, Spanish Speaking, Tables (Data), Teacher Aides, Teacher Evaluation

Identifiers—Elementary and Secondary Education Act Title I, ESEA Title I, Kindergarten Inventory, Pre Kindergarten Inventory

The objectives of the Pre-Kindergarten Program were to give children in poverty areas of New York City opportunities for intellectual growth that would improve their later classroom performance, help them attain a positive self-image and a sound attitude toward learning, increase parental interest in their children's school progress and improve home-school cooperation. Of the 9,240 children enrolled 49% were Negro and 40% were Spanish-speaking. For program evaluation, questionnaires were completed by pre-kindergarten teachers and paraprofessionals, by kindergarten teachers, and by parents. Sample pre-kindergarten and kindergarten classes were observed and tested, to determine whether children who had attended pre-kindergarten differed

from others, and how well the kindergartens build upon children's earlier learning experiences. Special evaluative instruments, the Pre-Kindergarten Inventory and the Kindergarten Inventory, were developed. The most significant result of the program was the pupils' success in learning basic concepts and fundamental discriminations helpful in later school work. It is recommended that the program be continued and extended to more children in poverty areas. (NH)

ED 046 512 PS 004 117

Harris, Mary B.
Models, Norms and Sharing.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date [70]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Grade 3, Grade 5, Imitation, *Interpersonal Competence, *Interpersonal Relationship, *Norms, *Research Methodology, *Social Behavior

Identifiers—Altruism, Sharing

To investigate the effect of modeling on altruism, 156 third and fifth grade children were exposed to a model who either shared with them, gave to a charity, or refused to share. The test apparatus, identified as a game, consisted of a box with signal lights and a chute through which marbles were dispensed. Subjects and the model played the game twice. The first time the model won and disposed of prize marbles in one of three ways. The second time the subject won and was free to dispose of or save prize marbles. The subjects' subsequent sharing with the model, sharing with Mental Health or a Toys for Tots charity, or their refusal to share was observed through a one-way mirror in the test van. Subjects also responded to a questionnaire designed to assess the salience of a norm of altruism. Both specific and generalized imitation of altruism were found and salience of sharing appeared to be strongly related to actual sharing and weakly related to experimental conditions. (Author/WY)

ED 046 513 PS 004 118

Flapan, Dorothy Neubauer, Peter B.
Developmental Groupings of Pre-School Children.

Child Development Center, New York, N.Y.

Pub Date [70]

Note—25p.; Paper prepared for presentation at the Annual Meeting of the American Association of Psychiatric Services for Children, New York, New York, November, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Clinical Diagnosis, *Culturally Advantaged, Developmental Psychology, Early Childhood, Groups, *Identification, *Longitudinal Studies, *Mental Health, Models, Nursery Schools, *Preschool Children, Psychopathology, Research Methodology

This paper reports a longitudinal study of the mental health or pathology of a non-clinical population of 45 children from 4 to 6-years-old from an environment of economic, educational and cultural advantage. Data was collected annually on these children for a period of three years. Findings showed that the majority of children between four and six years of age were judged by clinicians to have pathology, with or without interference with development, and that researchers were able to detect psychic constellations at age four that maintained themselves during the next two years. These findings point up the need to develop means for assessing mental health in the first years of life, as well as the need to explore the variety of mental health services that may be useful for children between four and six years. (AJ)

ED 046 514 PS 004 120

Micotti, Antonia R.
Dance School Project (Bi-Lingual Pre School Project), Santa Clara County Office of Education. Final Report, August 1, 1970.

Santa Clara County Office of Education, San Jose, Calif.

Pub Date Aug 70

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Changing Attitudes, *Concept Formation, Curriculum Development, Educational Programs, English

(Second Language), Family Environment, *Home Programs, *Language Development, Low Income, *Mexican Americans, Mothers, Parent Education, *Preschool Programs, Teacher Aides, Testing

The objectives of this 1-year project were (1) to demonstrate an at-home procedure of teaching in order to improve the concept formation and language development environment of 40 children (3-5 years) residing in low income homes where the primary language was Spanish; (2) to train 11 women from the community as home teachers; and (3) to give training to the mothers of the project children so that they could improve their teaching techniques with their own children. The pretests and posttests administered were the Test of Basic Language Competence, given in Spanish and English, the Inventory of Developmental Tasks, given in Spanish, and the Maternal Teaching Style Instrument (Mother/Child Test) given in Spanish. After the year, the children demonstrated marked improvement in concept and language development; all home teachers had received 370 hours of inservice and preservice training; and mothers showed considerable changes in terms of attitudes, educational materials apparent in the homes, and upkeep of themselves and their homes. The report recommends extension of the curriculum to kindergarten, revision of training models and development of "home packets" for the project children. (AJ)

ED 046 515 PS 004 124

Landstrom, David Tannenbaum, Jordan
Concept and Language Development of a Group of Five Year Olds Who Have Attended the Syracuse University Children's Center Intervention Program.

Syracuse Univ., N.Y. Children's Center.
Spons Agency—Children's Bureau (DHEW), Washington, D.C.
Pub Date Sep 70

Note—20p.; Paper presented at the annual meeting of the American Psychological Association, Miami, Florida, September, 1970
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Ability, *Comparative Analysis, *Concept Formation, Evaluation, *Group Tests, Intervention, *Language Development, *Program Effectiveness, Statistical Analysis, Tables (Data), Tests
Identifiers—Head Start, Syracuse University Children's Center

Two groups of 5-year-old children were evaluated using several measures of language and concept ability: Stanford-Binet, Form L-M; Preschool Inventory (PSI); Boehm Test of Basic Concepts; Peabody Picture Vocabulary Test, Form B (PPVT); and the Auditory-Vocal Automatic, Motor Encoding, Auditory-Vocal Association, and Vocal Encoding subtests of the Illinois Test of Psycholinguistic Abilities (ITPA). The Experimental (E) group (N=23) had attended the Syracuse University Children's Center for a minimum of 32 months; a Control (C) group (N=23) with limited or no preschool experience was used for matched control comparisons. The E group scored consistently higher than the C group on the measures used, and an examination of qualitative differences showed the E group to be functioning at levels which were at, or above, their chronological ages. The emphasis which the Children's Center places on language and cognitive developments can account for these results, and suggests that long term attendance in such a program is desirable. (Author/AJ)

ED 046 516 PS 004 178

A National Survey of the Impacts of Head Start Centers on Community Institutions. Summary Report.

Kirschner Associates, Inc., Albuquerque, N. Mex.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date May 70

Note—23p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, Community Agencies (Public), Community Benefits, *Community Education, Community Health Services, Community Organizations, *Community Study, Disadvantaged Groups, *Federal Programs, Institutional Role, Minority Groups, Parent Participation, *Preschool Programs, Private Agencies, Program Effectiveness
Identifiers—Project Head Start

This pamphlet is a capsule commentary on the Kirschner field research project which attempted to obtain a greater understanding of Head Start's role in influencing community health and educational programs. The general goals for Head Start are summarized and expanded to include objectives unique to this survey. Specifically, the Kirschner project hoped to illuminate the general question of how to achieve changes in local institutions utilizing a nationwide educational innovation as the intervention strategy. Field work in 42 communities representing high, medium, low, and no levels of Head Start activity identified four kinds of changes consistent with Head Start programs and policies. The 1,496 changes, when pinpointed, could be distributed into four categories: (1) increased decision-making, (2) greater employment, (3) greater educational emphasis, and (4) modification of health services. Although institutional changes took place in a complex social environment, Head Start did seem to have a generally positive influence in modifying local institutions so they became more responsive to the needs and desires of the poor. A complete report of this research project is available as PS 003 672. (WY)

ED 046 517 24 PS 004 192

Head Start Curriculum Models: A Reference List. ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Bureau No—BR-0-0288
Pub Date Nov 70
Contract—OEC-0-70-2623(519)
Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Bibliographies, Books, *Early Childhood Education, Educational Innovation, Models, *Preschool Curriculum, *Preschool Education, *Preschool Programs, Research Reviews (Publications)

Identifiers—*Head Start

This bibliography lists references to books, articles, curriculum aids, progress reports and other writings related to the 11 different Head Start curriculum models now being tested experimentally in many communities. The models, developed by experienced educators, are: Academically Oriented Preschool; Behavior Analysis Model; Responsive Environment Corporation; Tucson Early Education Model; Bank Street Early Childhood Center; Parent Education Project, Florida Model; Responsive Model, Berkeley; Institute for Developmental Studies; Primary Education Project, Pittsburgh; Educational Development Center; and Cognitively Oriented Curriculum. Readings giving an overview are also listed. Information is included on ordering these documents which are available through the ERIC system. Other works are available at libraries or from authors or publishers cited. A list of addresses of the educators responsible for the models is given. (NH)

ED 046 518 PS 004 194

Tonkin, Roger S. And Others
Preschooler Study: The Medical, Social and Economic Correlates of Poverty in Preschool Children of British Columbia. A Pilot Study.

Spons Agency—Department of National Health and Welfare, Ottawa (Ontario).
Pub Date [70]

Note—36p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Dental Health, *Economic Disadvantage, *Family Characteristics, Graphs, *Kindergarten Children, Low Income Groups, Middle Class, Physical Health, *Poverty Research, *Reading (Mental), Tables (Data), Testing
Identifiers—North American Indians

Over 200 families from lower and middle income areas of British Columbia, including a group representing the Indian communities, were studied in this effort to examine poverty as it relates to families, especially to young children. A wide variety of health, social, and economic variables were examined in the hope of developing output criteria for the evaluation of poverty programs. The subjects were children entering kindergarten for the first time. Interviews with parents gave medical histories of the children and parental attitudes toward cost of living and income. Examinations given the children included a

routine physical, dental examination, vision and hearing screening, and a kindergarten readiness test. Children of poor families more frequently demonstrated dental disease; skin, tonsil, and ear infections; and poor school performance. Their families were characterized by family disruption, unemployment, frequent changes in residence, and lower level of education and occupation. The families from more affluent socioeconomic groups manifested different attitudes toward education. More than one-half the document consists of tables and graphs. (AJ)

ED 046 519 24 PS 004 210

Griffin, Louise, Comp.
Multi-Ethnic Books for Young Children: Annotated Bibliography for Parents and Teachers. ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; National Association for the Education of Young Children, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Bureau No—BR-0-0288
Pub Date 70
Contract—OEC-0-70-2623(519)

Note—77p.
Available from—Publications Department, National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—American Indians, *Annotated Bibliographies, Black Community, *Booklists, *Childrens Books, *Cultural Background, Elementary Grades, *Ethnic Groups, Foreign Language Books, Jews, Latin American Culture, Non Western Civilization, Preschool Children, Rural Areas, Western Civilization

This annotated bibliography lists books now available for children who are neither white nor middle class. Teachers and parents will find the bibliography easy to use, because books are grouped according to accent on race, national background, ethnic group, or life style. Section headings are: American Indians and Eskimos, Appalachia and the Southern Mountains, Afro-Americans, Hawaii and the Philippines, Latin-American Derivation, Asian Derivation, Jewish Derivation, European Derivation, and multi-ethnic books which accent diversity. Lists include books in other languages. A suggested age level or levels is given for each book. Books for parents and teachers and a directory of publishers are included. (NH)

ED 046 520 PS 004 216

Profiles of Children: 1970 White House Conference on Children.

Department of Health, Education, and Welfare, Washington, D.C.
Pub Date 70

Note—174p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Charts, *Children, *Education, Elementary School Students, *Family Life, Graphs, *Health, National Demography, National Surveys, Prenatal Influences, Preschool Children, Social Factors, *Statistics, Tables (Data)

This book of charts of comparative statistics was compiled to help the 1970 White House Conference on Children evaluate past efforts to improve the well-being of America's children. First, it presents data about aspects of the world into which American children are born, such as population, urbanization, income levels, incidence of disease, divorce and death rates, and pollution levels. It then deals in successive sections with four major stages of child development through age 3: the prenatal period, the first year of life, the preschool years between ages one and six, and the school years. Because the child is treated as an entity, the most important aspects of each age grouping, such as health, education, and family life are presented together in each section. Many three-color charts and graphs illustrate the text. Illustrations are cross-referenced to an appendix (comprising more than half the book) of detailed tables of the data on which the text and charts are based. It is noted that there are some

unavoidable gaps in the statistics with regard to minority groups such as Spanish-Americans, Orientals, and American Indians. Improvements in data collection will, hopefully, make such information available to future Conferences. (Author/NH)

ED 046 521 PS 004 218

Emergence of Identity: The First Years. 1970 White House Conference on Children, Report of Forum 2. (Working Copy).

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 70

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Cultural Factors, *Early Childhood, Individual Characteristics, *Individual Development, Parent Education, Parent Role, Personality Development, *Self Actualization, *Self Concept, Self Esteem

This forum identified some of the factors influencing the emergence of identity during the critical childhood years. To help a child develop a healthy identity which is both favorable and realistic, he must be taught almost from birth about his own individuality. The many aspects of total identity include family, physical self, sex, ethnic and cultural, religious, and intellectual identity. Some major obstacles to the emergence of healthy identities include a variety of widely held cultural assumptions contrary to present-day evidence concerning the nature of child development. These assumptions, typical behaviors fostered by them, and their identity outcomes are listed in Appendix A. Forum 2 participants recommend (1) the initiation of a "Sesame Street" type of TV program for parents, which would teach child development principles and give practical suggestions for daily child care; and (2) the establishment of child-oriented environmental commissions on national and local levels, which would help plan, inspect, and improve projects which try to meet the needs of children. Additional recommendations are given in Appendix B. (NH)

ED 046 522 PS 004 219

Expressions of Identity: The School-Age Child. 1970 White House Conference on Children, Report of Forum 3. (Working Copy).

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 70

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Action Programs (Community), Art Teachers, *Childhood Needs, *Community Resources, Counseling Programs, Cross Age Teaching, Cultural Enrichment, Environmental Criteria, Family Involvement, *Self Concept, *Self Esteem

The focus of Forum 3 was to recommend action-oriented programs to help the school-age child find and use already-existing community resources to help him develop a positive identity. Specifically, the following components are recommended: (1) The Cultural Voucher system, in which children ages 3 to 16 would be able to purchase enriching goods and services, with the help of a Cultural Broker, or adviser. (2) An Environmental Planning Commission, composed of persons trained in design and child development, who could help direct city planning to make the city a better place for children to live, to play, and to learn. (3) The Gatekeeper or Second Family, a helping family or person to whom children can turn for help in problem solving when the parent is inappropriate or unavailable. (4) The Artist-Teacher in the School, a program which would involve community artists in the educational system, making the creative process an integral part of learning. (5) Support for Cross-Age Tutoring Programs, which help both the older and the younger youths involved, in learning and identity formation. The underlying philosophy of the recommendations of this forum is that what is needed is not more available activities, but more genuine ways of being and of relating to other people. (Author/NH)

ED 046 523 PS 004 220

Crisis in Values. 1970 White House Conference on Children, Report of Forum 4. (Working Copy).

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 70

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Family Influence, *Government Role, *Institutional Role, Moral Values, Objectives, Personal Values, Questionnaires, Religious Organizations, *School Role, Social Attitudes, Social Values, Television, *Values

Traditionally-expressed American values include health, personal dignity, freedom of choice, respect for the rights and humanity of others, the right to love and be loved. A big gap exists, in many instances, between values professed and values actually lived in pursuit of "success." Our children know this, and the result has been a sense of confusion, of frustration, and of alienation, often resulting in embitterment and dropping out. This forum affirms these principles: (1) that society accept the right of persons to pursue life styles that differ from the American mainstream, so long as others are not hurt; and (2) that every child has the right to optimum development. To achieve these goals, general recommendations are made concerning family, media, school, religion, research, and the role of government. Institutions should judge the effects of their policies on the lives of children and correct any practices which belie the values they profess. An appendix comprising one half of the paper gives responses of 10- to 12-year-olds, from three sections of the country, to a Social Values Inventory. (NH)

ED 046 524 PS 004 221

Learning Into the Twenty-First Century. 1970 White House Conference on Children, Report of Forum 5. (Working Copy).

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 70

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, *Educational Innovation, *Educational Needs, Educational Philosophy, Educational Technology, Experimental Schools, *Learning, *Teacher Education, Television

In this nation, the right to learn what there is to be learned has been denied because of prejudices and adherence to unproductive teaching techniques. There has been too little acceptance of advanced practices. Federally funded experimental schools must be initiated as alternatives to present learning modes and for the development of exemplar models of philosophy and practice. Learning must become an end in itself, an individual choice, implying an individual definition of success. Modern technology will be implemented for flexible scheduling and progress rates. Acknowledging the growing emphasis on television in the home, the forum suggests each home could house computers and microfilm libraries. "School" will focus on human interaction and the ability to know oneself. Teachers will be engaged in preparing computerized lessons, evaluating programs, and counseling; therefore, funds must be allocated for redesign of teacher education. The achievement of this program means commitment backed by resources and action. The report recommends massive expenditures of federal funds for the development of forward-looking practices and learning options and suggests that the nation's 200th birthday, 1976, be made an occasion for nationwide dialogue about our whole learning situation. (AJ)

ED 046 525 PS 004 222

Creativity and the Learning Process. 1970 White House Conference on Children, Report of Forum 6. (Working Paper).

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 70

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Communication (Thought Transfer), *Communication Skills, *Creative Development, *Creativity, Cultural Environment, Educational Change, Environmental Influences, Interpersonal Relationship, *Learning Processes, Social Environment

In exploring the use of the learning process to foster creativity among children from 0-3 years, we must free ourselves from antiquated and erroneous beliefs that school is the only environment in which creativity and learning takes place, and that the teacher is the sole agent of such achievements. Our culture, our environment, and our communication (interpersonal and mass

media) are more pervasive factors. An overwhelming urgency exists for revolutionary changes in both the schools and society. The President and the U.S. Office of Education must advocate policy decisions to stimulate communication with creative community resource persons, to develop the creative potential in teachers and teachers-in-training, to establish a National Institute for Creativity, and to nurture development of new sources for creative education beginning with the burgeoning field of early childhood, becoming an integral and pertinent part of the educational program in the schools and culminating in aesthetic education available for the general population. (WY)

ED 046 526 PS 004 223

Mythology in American Education: A Guide to Constructive Confrontation. 1970 White House Conference on Children, Report of Forum 8. (Working Copy).

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 70

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, *Educational Innovation, Educational Philosophy, Educational Programs, Educational Trends, *Experimental Schools, *Public School Systems, Public Support, *Social Change

Identifiers—Myths

Forum 8 is concerned with obstacles to educational reform which are based on obsolete myths. Forum members urgently advocate alternatives to the traditional public school approach. Since the idea that there is "one best way" to educate is one of the myths, reform must be fluid enough to accommodate individual student style, attitude, and readiness. This report proposes such reform and includes: (1) a brief analysis of the content of several myths considered; (2) an explanation of the educational consequences of maintaining the status quo based on those false assumptions; (3) a look at the evidence which undermines the myth's validity; and in some cases (4) a consideration of possible alternatives. Encouraging a variety of alternative educational models, the forum recommends new public school systems independent of state and local regulations, open education approaches, open enrollment policies, and cross-age classroom patterns. With parents and teachers joining together, existing regulations and requirements must be suspended to provide sufficient autonomy for experimentation. The report includes an appendix of the myths discussed and an extensive bibliography of references used. (Author/AJ)

ED 046 527 PS 004 224

Keeping Children Healthy: Health Protection and Disease Prevention. 1970 White House Conference on Children, Report of Forum 10. (Working Paper).

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 70

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dental Health, Disadvantaged Youth, Handicapped Children, *Health Needs, *Health Services, *Human Services, Infants, Migrant Children, Nutrition, *Preventive Medicine, Public Health, *Social Problems, Special Health Problems

This forum considers preventive health care to include not only good physical and dental care, good nutrition, and good sanitation, but also adequate housing, quality education, sufficient clothing as well as opportunities to experience love, achieve self respect, participate in play and become meaningfully involved with others. Several population groups in our country are subject to unusual health hazards and have particular need for health care. Poor children, expectant mothers, young infants, handicapped and emotionally disturbed children, and children of migrant workers are the especially vulnerable groups. The social pathology of narcotic addiction, prejudice, understimulation, violence, and indifference to human needs constitutes other pressing problems that threaten the quality of physical and emotional health in our society. A high priority should be set on the development and delivery of needed services to insure immediate access to decent care for the most vul-

nerable groups. Other recommendations call for acceptance of national standards for preventive health services, manpower augmentation, research in the health sciences, adequate income, good nutrition, improved housing, and a reinstitutionalization reconstruction of the systems for delivering human services as a national commitment. (WY)

ED 046 528 PS 004 225
Delivery of Child Health Services. 1970 White House Conference on Children, Report of Forum 11. (Working Paper).
Department of Health, Education, and Welfare, Washington, D.C.
Pub Date Dec 70
Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Ancillary Services, *Children, Community Health Services, *Federal Programs, Health Insurance, Health Needs, Health Programs, *Health Services, *Medical Services, *Mothers

This report examines the current status of child health services in the United States and identifies priorities for an improved health care program for mothers and children. Its recommendations are designed as guidelines for constructive discussion by participants in the 1970 White House Conference on Children. A major thesis of the report is that the existing child health system in the United States is costly but cumbersome, well-intentioned but deplorably piecemeal, a system which muddles along rather than moving forthrightly ahead. In the 1970's, we shall be responsible for meeting the health needs of an anticipated 100 million young people at various stages of development. The Forum members have concluded that nothing less than a rationally planned and soundly supported maternal and child health program can be expected to correct current inequities and inadequacies. Specifically recommended are: (1) a federally-financed national child health care program, (2) augmentation of illness prevention and health promotion services, (3) revitalization of certain existing child health programs, (4) the establishment of a unified child health unit within the Department of Health, Education and Welfare, under a newly created Deputy Assistant Secretary, and (5) ongoing advocacy of child health programs, through a presidential council. Two papers are attached which compare various proposals for national health insurance. (Author/NH)

ED 046 529 PS 004 226
Children Who Are Injured. 1970 White House Conference on Children, Report of Forum 13. (Working Paper).
Department of Health, Education, and Welfare, Washington, D.C.
Pub Date 70
Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Accidents, *Children, Community Organizations, Educational Programs, *Environmental Influences, Government Role, *Injuries, Physical Environment, *Prevention, Private Agencies, Psychology, Social Factors, Voluntary Agencies

Three major premises form the basis of the recommendations of Forum 13. First, the traditional definition of injury should be expanded to include psychological, sociological, and environmental factors leading to children's injuries. Second, approaches to preventing and treating injuries cannot be separated from the environments with which children constantly interact. Third, children must be given higher priority, both by government and private enterprise, at all levels throughout the nation. The following recommendations are made: (1) that governmental units closest to the neighborhood select persons to be trained in problem-solving techniques and informed about available resources related to children's injuries; (2) that governments, aided by private and volunteer organizations, develop programs of training and ongoing consultation for those community workers; (3) that a cabinet level position with major responsibility for children and youth be considered; and (4) that Congress establish a permanent staff to study problems related to children and their environments. (Author/NH)

ED 046 530 PS 004 227
Changing Families in a Changing Society. 1970 White House Conference on Children, Report of Forum 14. (Working Paper).

Department of Health, Education, and Welfare, Washington, D.C.
Pub Date 70
Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Changing Attitudes, *Family (Sociological Unit), Family Environment, *Family Structure, *Government Role, Human Services, Interpersonal Competence, Program Proposals, Socialization, *Social Planning
Forum 14 advocates the development of flexible policies for variant family forms and legislative programs which are responsive to family needs whether the family is a single parent, nuclear family, or some other form. Human service systems must be built around people; families should not be expected to fit into mass produced formal systems based on the principle of least cost and on the presumed expertise of the professional. A family's main tasks are to develop capacities to socialize children, to enhance the competence of family members to cope with the demands of bureaucratic organizations, to use these organizations and to provide satisfactions and a mentally healthy environment. The forum recommends the initiation of an "Institute for the Study of the Family" to conduct research into family needs and to create marriage and family living institutes at universities to increase the effectiveness of specialists and professionals. The forum further advocates the examination and reordering of current systems and legislation, including a review every five years evaluating HEW on the inter-agency level to insure quality child care. (AJ)

ED 046 531 PS 004 228
Children and Parents: Together in the World. 1970 White House Conference on Children, Report of Forum 15. (Working Paper).
Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 70
Note—32p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Apprenticeships, *Business Responsibility, Childhood Needs, *Community Responsibility, Day Care Services, *Family (Sociological Unit), Family Programs, Family School Relationship, *Government Role, Mass Media, Parents, Preschool Programs, *School Role

The low priority according to children and families in our way of life is reflected in policies and actions at national, state, and local levels. We like to think of America as a child-oriented society but, in fact, our priorities lie more in the pursuit of affluence, and the worship of material things and technology. A broken television set or a broken computer may provoke more indignation and more action than a broken family or a broken child. New national goals should be pursued by many different parts of our society to enhance the quality of life for America's children. Adult-child interaction must be increased on all levels. To benefit children and families, specific recommendations are presented which can be undertaken by private industry and small businesses, the mass media, the community, schools, federal, state and local governments, and individual families. (WY)

ED 046 532 PS 004 229
Family Planning and Family Economics. 1970 White House Conference on Children, Report of Forum 16. (Working Paper).
Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 70
Note—27p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Consumer Economics, *Family Income, *Family Life Education, *Family Planning, *Federal Programs, Human Services, Medical Services, *Population Growth, Sex Education, Sexuality

Few actions of the next decade will be more pertinent to the welfare of America's children than what we do about two of the most basic determinants of the quality of life of our children and their families—distribution of income among families in and by our society and size of the

family and of our society. In regard to these fundamental issues, four challenges to the seventies emerge: (1) achievement of more equitable distribution of family income, (2) helping children and their families understand the full meaning of human sexuality and family planning in their lives, (3) making family planning services available to all Americans by 1974 and (4) stabilization of a population figure for our nation. Before any of the forum recommendations can become a reality, two fundamental shifts in economic direction must occur (reallocation of national expenditures from military uses and restructuring the distribution of government income from federal to state levels). Only then can federally financed and administered systems of income support, supportive human services, family planning services, and a population stabilization figure be realized. (Author/WY)

ED 046 533 PS 004 230
Developmental Day Care Services for Children. 1970 White House Conference on Children, Report of Forum 17. (Working Paper).
Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 70
Note—33p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Certification, *Child Care, Child Care Workers, *Child Development, Childhood Needs, *Day Care Programs, *Day Care Services

When properly funded and provided with adequate educational, health, and other needed resources, day care programs can make an important contribution to the life of many American families. For a variety of reasons, present services for providing supplementary child care are insufficient. To respond to the changes in our national life style, we must develop a network of supplementary child care facilities readily available to all families with children flexible enough to be part of a family's life, and good enough to promote full development of our nation's children. As a start toward such a system, this forum recommends establishing and allocating the total of financial commitment needed for day care, developing a preventive approach to children's needs and problems, mobilizing continuing public support for day care, and coordinating operational procedures at federal, state, and local levels. (WY)

ED 046 534 PS 004 231
Children Without Prejudice. 1970 White House Conference on Children, Report of Forum 18. (Working Paper).
Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 70
Note—15p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Behavior Patterns, *Bias, *Discriminatory Attitudes (Social), *Educational Discrimination, Ethnic Groups, Government Role, Minority Groups, *Racial Discrimination, Racism, Social Change, *Social Discrimination
Prejudicial attitudes are commonplace in our society, and they adversely affect all of our children. Children of a minority or poor group are directly affected because they are likely to suffer hunger, poor health and housing, and inadequate schools. White, middle class children are affected in ways which are less obvious, but just as damaging. In trying to resolve the conflict between what institutions preach about the brotherhood of man, and what these same institutions teach by example through violating concepts of love and justice, these children may develop unhealthy and undesirable attitudes and behavior patterns. Minority races and poor people are not the only targets of prejudice. The physically and mentally handicapped, members of minority religions, females and the aged suffer as well. Forum 18 views the prejudicial attitudes as a serious threat to our society, whose strength depends upon full opportunity for all. The Forum makes several specific recommendations for governmental change, spearheaded by the President of the United States, in the areas of education, housing, health, and civil rights. (NH)

ED 046 535 PS 004 232
Children and Their Physical and Social Environment. 1970 White House Conference on Children, Report of Forum 19. (Working Paper).

Department of Health, Education, and Welfare,
Washington, D.C.

Pub Date 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Childhood Needs, *National Programs, Objectives, *Physical Environment, *Planning Commissions, Public Policy, *Social Environment

We want an environment that is good for all our children to grow up in and reach their full potential. They need an environment that gives them many kinds of experiences, that provides both privacy and opportunities to form social bonds, and that is enriched by beauty. To provide such an environment for our children, we must also provide it for adults. Unfortunately, our public policies and programs have shaped a world which is inhospitable to both. Policies for land use, transportation, taxation, zoning, and housing have limited opportunities for cooperation among groups segregated by these policies. One of our major national goals should focus on planning and providing for an environment that is good in every sense for the creative growth of both children and adults. We recommend the establishment of a standing Commission for the Coming Generation. The Commission would take a broad view of national policies and programs—not only those specifically directed toward children—and act as an advocate for the young in all fields. (Author/WY)

ED 046 536 PS 004 233

The Child and Leisure Time. 1970 White House Conference on Children, Report of Forum 21. (Working Copy).

Department of Health, Education, and Welfare,
Washington, D.C.

Pub Date 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Childhood Needs, *Creative Activities, *Leisure Time, Objectives, Play, *Recreational Activities

Creative leisure activities make a profound contribution to the child's emotional, psychological, physical, aesthetic, and spiritual growth. We, as a nation, have failed to emphasize the importance of leisure experiences upon the individual. The prime obstacles have been two prejudicial attitudes: (1) that leisure is intrinsically less worthy than work, and (2) that survival skills are more worthy than those activities enjoyed for their own sake. A variety of leisure options should exist in the home, at school, and in the community. Our country has provided, at best, an uncoordinated patchwork of public, private, commercial, and voluntary programs that may neglect the less affluent child. One basic national goal should be to design a total leisure climate to facilitate growth in every child. Specific recommendations to accomplish this goal include having the government initiate policies to plan and deliver leisure opportunities for children, making more effective use of mobile and portable units to extend cultural and recreational opportunities into rural and urban environments, having universities develop proper attitudes concerning leisure and leisure proficiencies in their students, and expanding research and development endeavors in the area. (WY)

ED 046 537 PS 004 234

The Rights of Children. 1970 White House Conference on Children, Report of Forum 22. (Working Copy).

Department of Health, Education, and Welfare,
Washington, D.C.

Pub Date 70

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care, Child Care Workers, *Child Development, *Childhood Needs, Child Welfare, *Individual Needs, *Legal Responsibility, Objectives, Parent Child Relationship, *Social Influences, Student School Relationship

Children's rights can be served by maximizing from birth the opportunities for each individual child's healthy growth, well-being, and fulfillment. Knowledge of the developmental needs and characteristics of children must be the foundation for action and policy by government and other agencies and institutions—national, state and local. Children have the right to grow up in a society which respects the dignity of life, the right to be born healthy and wanted, the right to grow

up in nurturing family and community environments, the right to be educated to capacity, and the right to have societal mechanisms effect the foregoing rights. Three major concerns must guide the development of any recommendations designed to secure the rights of children: (1) commitment to children as a primary factor, (2) commitment to individualize care of children by all persons serving them, and (3) special concern for the mental and physical health of minority children. (Author/WY)

ED 046 538 PS 004 235

The Child Advocate. 1970 White House Conference on Children, Report of Forum 24. (Working Copy).

Department of Health, Education, and Welfare,
Washington, D.C.

Pub Date 70

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Responsibility, Child Abuse, *Childhood Needs, *Child Welfare, Court Role, Family School Relationship, *Federal Programs, Information Centers, Parent Child Relationship, Police Community Relationship, *Program Proposals, Volunteers

Identifiers—Child Advocacy Program

This forum suggests the initiation of a federally funded National System of Child Advocacy including a presidentially-appointed council to recommend legislation, provide for and report on the welfare and progress of children. The national council, composed of parents as well as professionals, would support neighborhood child advocate councils by providing funding and acting as national spokesmen. The advocate himself would be an empathetic administrator with access to social, economic, and legal resources. He would work to secure the individual child's basic needs through his staff of professionals and lay volunteers. An advocate might specifically concentrate on strengthening parental concern, securing basic child rights in the school, improving relationships with law enforcers, courts, and working with other child care agencies. The National Council would establish an information center for classifying materials on child care problems. A pilot program to establish guidelines would be a first step towards an advocacy program. (AJ)

ED 046 539 24 PS 004 407

Katz, Lilian G.

Condition with Caution: Think Thrice Before Conditioning. (Rough Draft).

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Bureau No—BR-0-0288

Pub Date Feb 71

Contract—OEC-0-70-2623(519)

Note—7p.

Journal Cit—PEN: The Preschool Education Newsletter; (in press)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Behavior Problems, Children, *Emotional Problems, Learning, *Operant Conditioning, *Social Imaturity

Innovative models for education are often quickly adopted. Behavior modification, or operant conditioning, is an example of a technique which has been widely used because, when properly applied in the classroom, it "works." However, the application of a technique should be carefully thought through in terms of the meaning of the behavior in question. For example, three children may exhibit the same disruptive behavior, or phenotype. Yet the geneses, or genotypes, of the behavior may be very different. The child may have learned this behavior through reinforcement at home or at school; the behavior may be an expression of an emotional injury; it may indicate a lack of social skill or knowledge of alternative ways of response; or there may be other causes. For all genotypes, behavior modification may be successful in changing undesirable behavior, but it does not always address itself to the underlying cause of behavior. A paradigm is given showing possible phenotype/genotype/treatment relationships. (Author/NH)

ED 046 540 24 PS 004 408

Venn, Jerry R.

The Vicarious Conditioning of Emotional Responses in Nursery School Children. Final Report.

Mary Baldwin Coll., Staunton, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-C-023

Pub Date 30 Sep 70

Grant—OEG-3-70-0011 (010)

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conditioned Response, Conditioned Stimulus, *Conditioning, *Emotional Response, Experimental Psychology, *Fear, Films, Models, *Nursery Schools, Operant Conditioning, Tables (Data)

Identifiers—*Vicarious Conditioning

To vicariously condition either fear or a positive emotional response, films in which a 5-year-old male model manifested one or the other response were shown to nursery school children. The measure of vicarious conditioning was the children's rate of response to the conditioned stimulus and a controlled stimulus in several operant situations after watching the film. In Experiments 1 and 2, fear responses were vicariously conditioned; after viewing the film, the children rated lower in operant responses to the fear stimulus than to the control stimulus. In Experiments 3 and 4, after viewing a positive film, the children showed a higher rate of operant response to the positive emotional stimulus than to the control stimulus. The experiments show that human operant responses can be affected by both vicarious fear conditioning and vicarious positive emotional conditioning. In all experiments the conditioning effect was short term and easily neutralized. Further research suggested includes: consideration of the age factor; use of live models rather than films; and reduction of experimenter bias, expectations, and generalization by employment of automated apparatus and maximally different test stimuli. References and appendix are included. (AJ)

ED 046 541 24 PS 004 409

McGilligan, Robert P.

A Pilot Study of a Preschool Method of Preventive Education. Final Report.

Jennings School District, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-F-014

Pub Date 30 Sep 70

Grant—OEG-6-70-0009 (509)

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Auditory Discrimination, Cognitive Development, Demography, Experimental Programs, *Grouping (Instructional Purposes), *Kindergarten, *Learning Disabilities, Mother Attitudes, Perceptual Motor Learning, *Prevention, Research Problems, Self Concept, Teacher Attitudes, Testing

The School District of Jennings, Missouri, undertook a study of the effectiveness of grouping on academic achievement in kindergarten. It was hypothesized that grouping children according to developmental lags would be beneficial to the subjects in terms of their academic and personal development; that the curricula would be partially responsible for these benefits; and that the students' academic performances would be related to family demographic, maternal attitudinal variables and perception of the child's behavior. Post-treatment scores obtained from 73 subjects revealed that of the demographic variables investigated, father's occupation and the number of brothers were the only ones significantly related to measured achievement. Maternal attitudes were not related. It was recommended that the study be replicated with better control of variables and cross-validated with different populations; that the subjects be followed through second grade; that the effect of kindergarten on self-concept growth and the relationship between maternal attitudes and family variables to achievement be further explored. References and appendixes containing a description of the test battery, parent questionnaire, and statistical analysis of study data are included. (Author/AJ)

ED 046 542 PS 004 414

Miller, Thomas W.
Differential Response Patterns as They Affect the Self Esteem of the Child.State Univ. of New York, Buffalo.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 8 Jan 71

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, Grade 8, Inner City, *Mother Attitudes, Negroes, One Parent Family, *Parent Child Relationship, *Self Esteem, *Social Differences, Suburban Environment, *Values

The effects of differential verbal response patterns of mothers on the self esteem of their children were explored by means of a stratified random sampling of 203 eighth grade children and their mothers. Test results showed that there is a relationship between the way in which a mother responds to her child in negative situations and the child's self esteem for the inner city sample only. Significant differences are observed between the responses of the inner city black sample and the suburban white sample. Inner city mothers were found to be less descriptive and their children had lower estimates of self esteem than did peripheral city and suburban mothers and their children. Discussion focuses on theoretical support, cultural differences, and impact for future inquiry. It is suggested that practical application of the findings extend beyond the parent-child home relationship to the teacher and other members of the community. (Author/NH)

ED 046 543 PS 004 420

Hapkevicz, Walter G. Roden, Aubrey H.
The Effect of Aggressive Cartoons: Children's Interpersonal Play.Pub Date [70]
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, *Cartoons, Films, Grade 2, Heterogeneous Grouping, Interpersonal Relationship, Pictorial Stimuli, *Play, *Response Mode, *Sex Differences, Testing

Sixty second grade children were randomly assigned to same sex pairs and each pair was randomly assigned to one of three treatment groups: aggressive cartoon, nonaggressive cartoon, and no cartoon. Results indicated that there was no difference among the groups on measures of interpersonal aggression although boys exhibited significantly more aggression than girls. Boys also demonstrated more prosocial behavior (sharing) than girls, although those who viewed the aggressive cartoon performed this response at a reduced rate. On the basis of existing evidence it was concluded that aggressive cartoons have little effect on children's aggression in interpersonal play. (Author)

ED 046 544 24 PS 004 433

Farley, Frank H. Manske, Mary E.
The Relationship of Individual Differences in the Orienting Response to Complex Learning in Kindergarten. Report from the Motivation and Individual Differences in Learning and Retention Project.Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No.—UW-WRDCCL-TR-132
Bureau No.—BR-5-0216
Pub Date Jul 70

Contract—OEC-5-10-154

Note—13p.; ED 031 229 is an earlier version of this paper that was presented at the annual meeting of the AERA, Los Angeles, California, February 6-9, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Stimuli, Discrimination Learning, *Individual Differences, Kindergarten Children, *Learning Processes, Measurement Techniques, *Paired Associate Learning, *Physiology, Pictorial Stimuli, Response Mode, *Sex Differences

Identifiers—*Orienting Response

Heart rate change was used as the index of the orienting response (OR) of 102 kindergarten children. Heart rate change was measured by recording heart rate upon the presentation of tones. 15 similar tones followed by a different, 16th tone, were used. From this data the children were divided into high, medium, or low orientors. Following the "OR" testing session, 96 subjects received two pictorial analogues of verbal discrimination tasks. Subsequently, 65 subjects received a paired-associate (P-A) task. Learning on these tasks, when related to "OR" classification, showed that low "OR" males and medium "OR" females performed best, while medium "OR" males and low "OR" females performed worst. This finding was significant for the P-A task, indicating a relationship between "OR" classification and learning performance on this particular P-A task. It is difficult to explain the fact that performance was reversed between the sexes. (WD)

ED 046 545 24 PS 004 477

Plant, Walter T. Southern, Mara L.
Effects of Preschool Stimulation Upon Subsequent School Performance Among the Culturally Disadvantaged.

San Jose State Coll., California. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0590

Pub Date 30 Sep 70

Contract—OEC-6-10-118

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Cognitive Objectives, Concept Formation, *Culturally Disadvantaged, Educational Programs, Group Activities, Instructional Staff, Language Fluency, Lesson Plans, *Longitudinal Studies, *Mexican Americans, Perceptual Motor Learning, *Preschool Programs, Research Design, Summer Programs, Tables (Data), Teacher Aides, Testing

This document reports the rationale, design, and execution of a longitudinal investigation of the intellectual achievement effects of a cognitively oriented preschool for disadvantaged Mexican-American children in San Jose, California. Seven groups of children ages 3-5 were studied. Two groups were exposed to two ten-week successive summer sessions of training prior to entry into kindergarten. Their program emphasized cognitively structured small group experiences with 4-5 children in each group. Group leaders were local Mexican-American high school students working under the supervision of experienced primary teachers. The other five groups were comparison groups; two were from outside the geographical area and three were from the school attendance area of the training groups. Seven hypotheses were tested through gathering and processing psychometric data from school-related achievement ability tests. Results were compared longitudinally across groups to determine the early advantage of specific cognitive training. All groups were tested at regular intervals and evaluations of in-school performance were made through kindergarten, first and second grades. In general, there were short-term gains but later, few differences existed between the training and comparison groups. An appendix provides samples of the training lessons plus information about project matters. (WY)

RC

ED 046 546 RC 004 700

[Literatura y Laminas Educativas para Niños.]
[Selected Children's Literature and Learning Charts.]

Pub Date [68]

Note—181 Vols.; Number of pages varies with each series

Available from—Latin American Productions, P. O. Box 41017, Los Angeles, California 90041 (prices available from publisher)

Document Not Available from EDRS.

Descriptors—*Charts, *Childrens Books, Educational Needs, Fiction, *Instructional Materials, Reading Materials, *Spanish, *Spanish Speaking

Folk stories have been published in Spanish to provide the Spanish-speaking child with reading materials in his native language. Series of materials are available for instruction in numbers and letters and beginning and intermediate vocabulary development. Series are Abecedarios (13 vols.), Mis Animalitos (6 vols.), Coleccion Oficios y Animales (6 vols.), Pequenos Albumes (24 vols.), Coleccion Paraiso (20 vols.), Animales Traviesos (6 vols.), Animales del Bosque (12 vols.), Grandes Albumes (24 vols.), Fantasias (24 vols.), Utilidad y Productos de los Animales (6 vols.), Coleccion Mini-Evas (20 vols.), and Yo Pinto (20 vols.). Additional items are "El Filador," "Pepin el Botijero," "El Pequeno Pintor," "Aprende el ABC Coloreando," "Escribo Calco y Coloreo," and "Me Recreo Pintando." Series of charts depicting the human body, prehistoric animals, and flowers and fruits of the world are also available with Spanish descriptive labels. (JH)

ED 046 547 RC 004 931

Altman, Robert A., Ed. Snyder, Patricia O., Ed.
The Minority Student on the Campus: Expectations and Possibilities.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Nov 70

Note—219p.; Papers presented at the Twelfth Annual College and University Self-Study Institute (July 6-9, 1970, University of California, Berkeley)

Available from—Western Interstate Commission for Higher Education, P. O. Drawer P, Boulder, Colorado 80302 (\$3.50)

Document Not Available from EDRS.

Descriptors—Activism, *Agency Role, American Indians, *College Curriculum, *College Students, Cultural Awareness, Curriculum Enrichment, Educational Demand, Ethnic Studies, Mexican Americans, *Minority Groups, Negroes, Noncredit Courses, *Relevance (Education), Student Needs, Universities

In this book the Western Interstate Commission for Higher Education (WICHE) and the Center for Research and Development of Higher Education, University of California, Berkeley, present the papers of the Twelfth Annual College and University Self-Study Institute. The purpose of institutes such as this has been to provide a forum for researchers and practitioners in higher education to discuss the major issues confronting colleges and universities and cooperatively to seek solutions to problems currently challenging the academic community. The topic for this institute was "The Minority Student on Campus: Expectations and Possibilities." The 20 papers presented were divided into the following 7 major groups: (1) Introduction, (2) Minority Students and the Campus Environment: Research Perspectives, (3) Minority Students and the Campus Environment: Student Perspectives, (4) Minority Students on Campus: Questions of Power and Priorities, (5) Non-Curricular Programs for Minorities, (6) Curricular Programs for Minority Students, and (7) Pluralism and Peace on Campus. (EJ)

ED 046 548 RC 004 934

Kraenzel, Carl F. Macdonald, Frances H.
Characteristics of Discharged Mental Patients in Rural 18-County Sparsely Populated Eastern Montana.

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—Bull-634

Pub Date Mar 70

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Economic Disadvantage, Health Services, *Interviews, *Mental Illness, *Rural Urban Differences, *Sex Differences, Socioeconomic Influences, Tables (Data)

Identifiers—*Montana

In order to obtain information about the nature and extent of mental illness in a sparsely populated area, the National Institute of Mental Health and the Montana Agricultural Experiment Station made a study of patients who had been discharged from a Montana state hospital for the mentally ill from January 1, 1963 to July 1, 1965. Only patients from 18 sparsely popu-

lated eastern Montana counties who had been returned to those counties for at least 30 days of residence were included in the sample. Research definitions and procedures were modified since interviewing was not all first-hand but entailed some "recall" on the part of the patient. A suitable correspondent or the patient himself was available to provide information on each of the 113 people included in the study. The study revealed such factors as deficits of services in sparsely populated areas, a strikingly imbalanced sex ratio (i.e. many more adult males than females), low educational level, and low income level. (LS)

ED 046 549 RC 004 937

Bland, Laurel L.
Perception and Visual Memory of School-Age Eskimos and Athabaskan Indians in Alaskan Villages.

Report No.—Monogr-1

Pub Date May 70

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Caucasians, *Cross Cultural Studies, Cultural Differences, *Educational Research, Eskimos, *Ethnic Groups, Learning Characteristics, Learning Disabilities, Negroes, Perception, *Psychological Patterns, Racial Characteristics, Test Interpretation, Test Reliability

Identifiers—*Alaska

The purpose of this study was to determine if Alaskan Native students approach the classroom with a pattern of learning processes different from that of students from the dominant urban Caucasian culture. Population samples were extracted on the basis of 1,736 tests administered to individuals, aged 8 through 47 years, residing in Alaska. Specific data treated in the study were from students (aged 9-16 years) in 8 schools representing 4 ethnic groups: Caucasian, Negro, Eskimo (Inupik), and Indian (Athabaskan). Two hypotheses were tested: (1) that Alaskan Natives (Eskimos, Aleuts, and Indians) possess greater ability than the dominant Caucasian culture to perform tasks associated with perception and visual memory and this greater skill can be measured and interpreted for application to enhance formal learning of students and (2) that the "Squiggle Test" can be administered successfully in the group or classroom setting for the purpose of rapidly identifying individuals with subtle impairments to learning which may otherwise remain undetected and untreated. Support was obtained for both hypotheses tested. Included in the document are conclusions, recommendations for further research, a copy of the Squiggle Test, and statistical tables. (EJ)

ED 046 550 RC 004 938

Neuman, Robert W. Simmons, Lanier A.
A Bibliography Relative to Indians of the State of Louisiana. Anthropological Study No. 4.

Louisiana State Dept. of Conservation, Baton Rouge.

Pub Date Nov 69

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American History, *American Indians, *Annotated Bibliographies, *Anthropology, *Archaeology, *Cultural Background, Education, Language, Race Influences

Identifiers—*Louisiana

The bibliography was compiled to provide information regarding the Indians who once inhabited the State of Louisiana and their contributions and influences upon the historical development of the state. There are 456 entries in the document, most of which are annotated. The published and manuscript references date from 1720 to 1969, and relate to prehistoric times, as well as to the historic record. (AN)

ED 046 551 RC 004 939

Fay, George E., Comp.
Charters, Constitutions and By-Laws of Indian Tribes of North America. Part I: The Sioux Tribes of South Dakota. Occasional Publications in Anthropology, Ethnology Series, No. 1.

University of Northern Colorado, Greeley.

Pub Date May 67

Note—132p.

Available from—Museum of Anthropology, University of Northern Colorado, Greeley, Colorado 80631 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility

Identifiers—*Sioux Indians

To facilitate the study and understanding of present-day Indian tribal organization and governmental procedures, the Museum of Anthropology of the University of Northern Colorado (formerly known as Colorado State College) has assembled a large number of Indian tribal charters, constitutions, and by-laws to be reproduced as a series of publications. Included in this volume are the Indian Reorganization Act of June 18, 1934; corporate charters of the Lower Brule and Rosebud Sioux tribes of South Dakota; constitutions and by-laws of the Cheyenne River, Crow Creek, Lower Brule, Oglala, Rosebud, and Sisseton-Wapeton Sioux tribes of South Dakota; the constitution of the Standing Rock Sioux Tribe of North Dakota and South Dakota; and the amended constitution of by-laws of the Yankton Sioux Tribal Business and Claims Committee, South Dakota. (JH)

ED 046 552 RC 004 940

Fay, George E., Comp.
Charters, Constitutions and By-Laws of the Indian Tribes of North America. Part II: The Indian Tribes of Wisconsin (Great Lakes Agency). Occasional Publications in Anthropology, Ethnology Series, No. 2.

University of Northern Colorado, Greeley.

Pub Date Aug 67

Note—129p.

Available from—Museum of Anthropology, University of Northern Colorado, Greeley, Colorado 80631 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility

Identifiers—*Wisconsin

Part II of a series of publications consisting of American Indian tribal governmental documents, this volume includes charters, constitutions, and by-laws of Indian tribes of Wisconsin (Great Lakes Agency). Documents are included relative to the Bad River, Lac Courte Oreilles, Lac du Flambeau, and the Red Cliff bands of Lake Superior Chippewa Indians; the St. Croix band of Chippewa Indians; the Sokaogon Chippewa, Forest County Potawatomi, and Stockbridge Munsee communities; and the Oneida, Menominee, and Winnebago tribes in Wisconsin. (JH)

ED 046 553 RC 004 941

Fay, George E., Comp.
Charters, Constitutions and By-Laws of the Indian Tribes of North America; Part III: The Southwest (Apache-Mohave). Occasional Publications in Anthropology, Ethnology Series No. 4.

University of Northern Colorado, Greeley.

Pub Date Oct 67

Note—124p.

Available from—Museum of Anthropology, University of Northern Colorado, Greeley, Colorado 80631 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility

Identifiers—*Southwest

The Museum of Anthropology of the University of Northern Colorado (formerly known as Colorado State College) has assembled a large number of Indian tribal charters, constitutions, and by-laws to be reproduced as a series of publications. Included in this volume are the amended charter and constitution of the Jicarilla Apache Tribe, Dulce, New Mexico; the amended charter and revised constitution of the Mescalero Apache Tribe of the Mescalero Reservation, New Mexico; the amended corporate charter, amended constitution, and by-laws of the San Carlos Apache Tribe of Arizona; the amended constitution and by-laws of the White Mountain Apache Tribe of the Fort Apache Indian Reservation, Arizona; the constitution of the Cocopah Tribe, Somerton, Arizona; the corporate charter, constitution, and by-laws of the Havasupai Tribe of the Havasupai Reservation, Arizona; the constitution and by-laws of the Hopi Tribe of Arizona; the amended corporate charter, amended constitution, and by-laws of the Hualapai Tribe of the Hualapai Reservation, Arizona; the corporate charter, constitution, and by-laws of the Fort McDowell Mohave-

Apache Community of Arizona; and the constitution and by-laws of the Fort Mojave Tribe of the Fort Mojave Reservation of Arizona, Nevada, and California. The document contains 2 maps of various reservations. (AL)

ED 046 554 RC 004 942

Fay, George E., Comp.
Charters, Constitutions and By-Laws of the Indian Tribes of North America; Part IV: The Southwest (Navajo-Zuni). Occasional Publications in Anthropology, Ethnology Series No. 5.

University of Northern Colorado, Greeley.

Pub Date Dec 67

Note—125p.

Available from—Museum of Anthropology, University of Northern Colorado, Greeley, Colorado 80631 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility

Identifiers—*Southwest

Part IV of a series of publications consisting of American Indian tribal governmental documents, this volume includes charters, constitutions, articles of association, and by-laws of Indian tribes of New Mexico and Arizona. Documents are included relative to the Navajo Tribe of Arizona and New Mexico; the Eastern Navajo Council-New Mexico; the Papago Tribe of Arizona; the All Indian Pueblo Council of New Mexico; the Isleta Pueblo, Pueblo of Laguna, Pueblo of Santa Clara, and Pueblo of Zuni; the Ak Chin (Papago), Salt River Pima-Maricopa, Yavapai-Apache, and the Yavapai-Prescott Indian communities; and the Kaibab Band of Paiute Indians of Arizona. (LS)

ED 046 555 RC 004 943

Fay, George E., Comp.
Charters, Constitutions and By-Laws of the Indian Tribes of North America, Part V: [The Indian Tribes of Oklahoma (Alabama-Quassarte to the Osage)].

University of Northern Colorado, Greeley.

Pub Date Mar 68

Note—118p.; Occasional publications in Anthropology, Ethnology Series No. 6

Available from—Museum of Anthropology, University of Northern Colorado, Greeley, Colorado 80631 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility

Identifiers—*Oklahoma

As Part V of a series of publications of American Indian tribal governmental documents, this volume contains charters, resolutions, constitutions, and by-laws of some of the Indian tribes in Oklahoma. Twenty such documents are presented, representing the following Indian groups: Alabama-Quassarte, Caddo, Cherokee Nation and United Keetoowah, Cheyenne-Arapaho, Comanche, Delaware, Iowa, Kaw, Ki-alegee, Kickapoo, Miami, and Osage. Ten tribes are listed as not having developed their constitutions at the time of this writing. Presented in the initial section of the publication is the Oklahoma Indian Welfare Act, which authorized formation of self-governing bodies by the Indian tribes. As noted, the Act was also intended to promote the general welfare of Oklahoma's Indians and acknowledges the continued responsibility for guardianship and continuance of the policy of the government to establish justice for, and to promote general welfare of, Indians of the United States. Provided under the Welfare Act are sections of the statutes whereunder all Indians may be accorded all rights, opportunities, and privileges. A map shows locations of Oklahoma Indian tribes. (EL)

ED 046 556 RC 004 944

Fay, George E., Comp.
Charters, Constitutions and By-Laws of the Indian Tribes of North America, Part VI: [The Indian Tribes of Oklahoma (Ottawa-Wyandotte)].

University of Northern Colorado, Greeley.

Pub Date May 68

Note—133p.; Occasional Publications in Anthropology, Ethnology Series No. 7

Available from—Museum of Anthropology, University of Northern Colorado, Greeley, Colorado 80631 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility
Identifiers—*Oklahoma

As Part VI of a series of publications of American Indian tribal governmental documents, this volume contains charters, resolutions, constitutions, and by-laws of some of the Indian tribes of Oklahoma. Twenty-two such documents are included, representing the following tribes: Ottawa, Pawnee, Peoria, Ponca, Potawatomi, Sac and Fox, Seminole, Seneca-Cayuga, Shawnee, Thlopthlocco, Tonkawa, Wichita, and Wyandotte. (EL)

ED 046 557 RC 004 945

Fay, George E., Comp.

Charters, Constitutions and By-Laws of the Indian Tribes of North America, Part VII: The Indian Tribes of California.

University of Northern Colorado, Greeley.

Pub Date Jun 70

Note—123p.; Occasional Publications in Anthropology Ethnology Series No. 8

Available from—Museum of Anthropology, University of Northern Colorado, Greeley, Colorado 80631 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility
Identifiers—*California

The publication, Part VII of a series, includes the charters, constitutions, articles of association or community organization, and by-laws of California Indians on 16 reservations and rancherias. Legal documents from the following groups are provided: Hoopa, Me-Wuk, and Paiute Indians; the Agua Caliente Band of Mission Indians; the Mission Creek Band; Big Valley, Kashia, and Upper Lake Pomo Indians; the Quechan and Washoe tribes; and Indians from the Santa Rosa Community and the Susanville and Trinidad rancherias. Anthropologists have divided California Indians into 21 linguistic groups, most of which are too small to classify as tribes. The location of Indians on reservations is by bands or groups rather than by linguistic or tribal designation. Also included in the document are the Rancheria and Reservation Act of Public Law 85-671 and a brief description of the socioeconomic background of California Indians. (EJ)

ED 046 558 RC 004 946

Fay, George E., Comp.

Charters, Constitutions and By-Laws of the Indian Tribes of North America, Part IX: The Northwest, and Alaska.

University of Northern Colorado, Greeley.

Pub Date Oct 70

Note—126p.; Occasional Publications in Anthropology Ethnology Series No. 10

Available from—Museum of Anthropology, University of Northern Colorado, Greeley, Colorado 80631 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility
Identifiers—*Northwest

Part of a series of publications consisting of American Indian tribal governmental documents, this volume includes charters, constitutions, and by-laws of Indian tribes in the northwestern United States. Documents are included relative to the Confederated Tribes of the Chehalis Reservation, the Confederated Tribes of the Colville Reservation, the Kalispel Indian Community, the Lummi, Makah, Quileute, Skokomish, Spokane, and Tulalip tribes—all in the State of Washington—and the Confederated Tribes of the Warm Springs Reservation in the State of Oregon. (JH)

ED 046 559 RC 004 949

Soy, Ruth H., Comp.

With Reference to Appalachia. A Collection of Mid-Twentieth-Century Facts and Viewpoints Selected on the Basis of Pertinence to Adult Education in Appalachia.

Michigan Institutional Survey and Consulting Service, Dexter.; Morehead State Univ., Ky. Appalachian Adult Basic Education Demonstration Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Sep 70

Grant—OEG-2-7-005077-5077 (324)

Note—191p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Demography, Economic Factors, Government Role, Health Services, *Human Living, Information Sources, *Program Evaluation, Regional Planning, *Rural Education, *Rural Environment

Identifiers—*Appalachia

Data describing conditions, resources, deficiencies, problems, and potentialities in Appalachia are presented as the first step of an evaluative and program-improvement study for the Appalachian Adult Basic Education Demonstration Center. The rationale for this data collection is that an adult education program can be significant only as it relates to the society in which it occurs. Excerpts from the literature on Appalachia have been compiled in the areas of geography, demography, life-style of the people, economic climate, government, health, and education. A time-line accompanies quoted material to emphasize its pertinence to current conditions in the Appalachian area. A bibliography of sources used and an index are appended. (JH)

ED 046 560 RC 004 950

Servin, Manuel P.

The Mexican-Americans: An Awakening Minority.

Pub Date 70

Note—235p.

Available from—Glencoe Press, Div. of Macmillan Co., 8701 Wilshire Boulevard, Beverly Hills, California 90211 (\$2.50 plus postage)

Document Not Available from EDRS.

Descriptors—*Anthologies, *Changing Attitudes, Cross Cultural Studies, *Cultural Awareness, Cultural Factors, Culture Conflict, Ethnic Studies, Library Materials, *Mexican Americans, Racial Attitudes, *Role Conflict

An anthology, the book attempts to trace and analyze the various aspects of the life and society of the Mexican American. It is not a mere collection of previously published papers or articles but includes selections from 6 new historical studies by trained historians and graduate students from the University of Southern California, Los Angeles. It is a compilation of brief interdisciplinary studies treating, in chronological order, the racial, cultural, educational, economic, and political development of the Mexican American in the United States. The table of contents lists 6 sections: "The Background of Mexican-American Discrimination," "The Hispanic and the American Southwest," "The Status of the Mexican-American Before World War II," "World War II and the Mexican-American," "The Post-War Years: Two Quiet Decades," and "The Mexican-American Awakens." (EJ)

ED 046 561 88 RC 004 951

Muro, James J.

Evaluation of a Comprehensive Guidance and Counseling Service for Rural Maine Communities.

Maine School Union 69, Camden.

Spons Agency—Division of Plans and Supplementary Centers, BESE.

Report No.—DPSC-67-3728

Pub Date 70

Grant—OEG-3-7-703728-4957

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Agencies (Public), *Counseling Programs, *Counselor Evaluation, *Guidance Programs, Instructional Media, *Program Evaluation, *Rural Education, Tables (Data), Vocational Counseling

Identifiers—*Maine

An evaluative report of a single school guidance counselor's professional efforts as an itinerant rural school counselor in four rural Maine schools is presented. Findings are limited to the following areas: counseling, use of media, vocational guidance, community agencies, working with teachers, working with children, research, public relations, testing, and general evaluation of the itinerant counselor. Recommendations for each area are given. Survey results for 1967-70 describe the feelings of students, principals, and teachers as related to the "one-man" guidance program, which was funded under Title III of the Elementary and Secondary Education Act. (AL)

ED 046 562

Bonham, Frank

Viva Chicano.

Pub Date 70

RC 004 952

Note—179p.

Available from—E. P. Dutton and Co., Inc., 201 Park Avenue, South, New York, New York 10003 (\$4.50)

Document Not Available from EDRS.

Descriptors—Crime, Cultural Awareness, *Delinquency, Delinquent Behavior, *Ghettos, Law Enforcement, Library Materials, *Mexican Americans, Novels, *Rehabilitation, Rehabilitation Centers, Social Environment, *Youth Problems

In "Viva Chicano," the author "explores with brilliance, warmth, and understanding the fear-ridden world of the juvenile delinquent. Flashes of humor are mixed with sobering realities" for Keeny Duran, living in the Mexican American sector of the vast urban ghetto called Dogtown. In the Author's Note, it is pointed out that the story is true. The things that happened in the story really did take place—but not to one boy and not in the order in which events are arranged in the book. According to the author, Keeny Duran, the protagonist, is a blend of several boys. You will find boys like him, his friends, his enemies, in any big city—in police stations, jails, detention homes, housing projects, and on the sidewalks. (EJ)

ED 046 563 RC 004 954

Parnell, Dale And Others

Oregon State Migrant Education Program. Annual

Project Report and Evaluation 1967-1968.

Oregon State Board of Education, Salem.

Pub Date 68

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Annual Reports, Attitudes, Community, *Education, Innovation, Inservice Education, Language Programs, *Migrants, Mobile Classrooms, Parents, *Program Evaluation, *State Programs, Summer Programs, Teachers, Testing
Identifiers—*Oregon

The annual report and evaluation discusses education of the 2,929 migrant children who participated in Oregon's 1967-68 program (including students in both public and nonpublic schools). The report cites innovative projects implemented to meet the needs of students in the program. Among the projects described are the Migratlab, a mobile van equipped for such functions as individualized instruction and inservice teacher education; a bilingual music program; and a student-parent evening program. Pressing educational needs are also discussed, and information on testing is given. Although it is pointed out that the evaluation leaves much to be desired, it is believed that children participating in the program made considerable educational, social, and physical gains. (EL)

ED 046 564 32 RC 004 955

Minkler, Elton D.

Evaluation: Oregon State Migrant Education Program 1968-1969.

Oregon State Board of Education, Salem.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 69

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Attitudes, Community, *Education, *Evaluation, Innovation, Inservice Education, *Migrant Child Education, *Migrants, Mobile Classrooms, Parents, Special Services, *State Programs, Summer Programs, Teachers, Testing
Identifiers—*Oregon

The document consists of the results of evaluation of the Oregon State Plan for Migrant Education for the year 1968-69. As noted, the program served 3,600 migrant students in 18 regular school terms and 13 summer programs. The institutional staff serving these children comprised 215 teachers, 139 teacher aides, and 14 school-home counselors. Program emphasis was on preschool services, language arts and diversified activities at the elementary level, and language arts and vocational and occupational experiences at the junior and senior high school levels. The document discusses aspects of the program such as inservice training, non-public-school participation, dissemination, community involvement, special areas, and staff utilization. The document concludes with results of a standardized summer-school testing program. (EL)

ED 046 565 32 RC 004 958

Texas Child Migrant Program.

Texas Education Agency, Austin. Migrant and Preschool Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Dec 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, Ancillary Services, Child Development Centers, Cultural Enrichment, *Educational Objectives, *Financial Support, Interagency Cooperation, *Migrant Child Education, Preschool Programs, Remedial Programs, *State Programs, Student Records, Summer Institutes, Teacher Education

Identifiers—*Texas

The aim of the Texas Child Migrant Program is that each school district develop a migrant program designed to meet the special educational needs of the children of that school system. All districts are encouraged to implement new ideas, activities, and changes which show promise of improving the education of migrant children. Objectives of the program are (1) to provide assistance to local education agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children, (2) to develop and conduct staff development programs for personnel in the Texas Child Migrant Program, (3) to cooperate with other state education agencies in improving educational programs and in developing record transfer systems for migrant children, and (4) to coordinate the activities of cooperating agencies serving migrant children in Texas. The Texas Plan for direct assistance to local education agencies for special educational programs for children of migrant agricultural workers consists of a child migrant school program, a child migrant preschool program, a demonstration school, staff and program development, a Texas migrant educational development center, summer institutes for migrant school personnel, an interstate cooperation project, and summer school programs for migrants. (JH)

ED 046 566 32 RC 004 959

Hollum, Don

An Idea (Like a Seedling) Grows. Genesis and Development of Outdoor/Conservation Education in Bloomfield Hills, Michigan.

Pub Date Jan 70

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Camping, Conservation Education, *Educational Programs, Facility Improvement, Instructional Improvement, Natural Resources, *Objectives, *Outdoor Education, *Parks, Recreation, *School Districts

The document describes how outdoor education in the Bloomfield Hills School District of Michigan can be traced to 1957, when elementary school students participated in a resident outdoor school experience for a week. In 1968, a committee on outdoor education was formally organized. The committee developed a rationale and objectives for outdoor education for the Bloomfield Hills schools. The broad objective topics which provide the rationale are: (1) an appreciation of natural resources; (2) improved instruction in science, language, arts, social studies; (3) development of recreational skills in the outdoors; (4) social experience; (5) community service; and (6) aesthetic awareness. In the document, it is noted that the outdoor/conservation education program and facilities are essential to this community, since the city has no public parks or recreation areas, and the school sites must serve as neighborhood parks. Future plans relate to youth involvement in the development of facilities, the development of a school garden-farm program, and informing patrons of the school district as to program progress. (AN)

ED 046 567 32 RC 004 960

Artz, Robert M., Ed.

Guide to New Approaches to Financing Parks & Recreation.

National Recreation and Park Association, Washington, D.C.

Pub Date 70

Note—126p.

Available from—Acropolis Books, Colortone Building, 2400 17th Street, N.W., Washington, D.C. 20009 (\$2.95 plus postage)

Document Not Available from EDRS.

Descriptors—Citizen Participation, *Community Agencies (Public), *Community Resources, Fees, *Financial Support, Grants, Interagency Cooperation, Land Use, *Parks, *Recreation Finances, Taxes

The greatest obstacle facing the park, recreation, and conservation movement today and in the future is adequate financing. Competition for both tax dollars and contribution dollars is so intense that park and recreation agencies must develop more effective finance programs and requirements attuned to total community needs. Although the need to find new and expanded sources of funds is paramount, there is no set pattern for developing an effective community finance program. Each agency and every community differ in needs, scope, environmental setting, funding required, and resources available. It is vital that there be cooperative and coordinated effort to provide adequate programs, facilities, and services to meet today's and tomorrow's needs and demands. Only with full involvement and active participation of the citizens in developing the community finance program can there be the understanding, appreciation, and necessary support of adequate finance programs for park, recreation, and conservation services. In the final analysis, if the needs and demands of more and better programs, facilities, and services for the American people are to be met, we shall need new approaches, cooperative effort, forceful determination, dynamic leadership, and a real commitment. Included in this guide are chapters on grants, loans, bonds, fees, concessions, gifts, taxes, and land acquisition. (Author/JH)

ED 046 568 32 RC 004 961

Faas, Daniel Gregory

A Study of Selected Factors Associated with Participation in the Bureau of Indian Affairs Employment Assistance Program on a Dakota Indian Reservation in the Northern Great Plains.

Pub Date 70

Note—152p.; Masters Thesis submitted to South Dakota State University, Brookings. Available from—Inter-Library from the Library at South Dakota State University, Brookings

Document Not Available from EDRS.

Descriptors—*American Indians, Demography, Employment Programs, *Employment Services, Low Income Groups, *Masters Theses, *Participant Characteristics, *Socioeconomic Influences, Unemployment, Vocational Education

Identifiers—*Bureau of Indian Affairs

The central problem under analysis in this 1970 thesis relates to (1) characteristics which tend to be associated with participants in the Employment Assistance Program sponsored by the Bureau of Indian Affairs (BIA) and (2) what influences participation might have on certain socioeconomic variables: attitude toward earning a living, attitude toward the BIA Employment Assistance Program, percentage of time employed, monthly earned gross income, and present employment status. Factors considered were age, gender, blood quantum, education, marital status, number of dependents, and religious affiliation. Data were collected from 48 participants in the BIA program through interview schedules and case records from the Standing Rock Reservation. Composite descriptions of 3 types of participants were obtained: the participant most likely to have chosen adult vocational training or direct employment services and the participant most likely to have completed or failed to complete program services. It was also determined that a significant difference existed between length of service-placement and service-termination of participants and their monthly earned gross income. Limitations to the study included nonrandom selection of respondents, small sample size, and unavailability of many of the 93 potential respondents. (AN)

ED 046 569 32 RC 004 962

Statistics Concerning Indian Education: Fiscal Year 1970.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, Attendance, Boarding Schools, Dormitories, *Education, *Enrollment, Facilities, Federal Programs, High School Graduates, Private Schools, Public Schools, *Statistical Data, Student Distribution, Tribes

Identifiers—*Bureau of Indian Affairs

Statistics concerning Indian education are published annually by the Bureau of Indian Affairs (BIA) and are made available following the close of the school term which the statistics cover. In this annual report for 1970, after a brief historical account of the BIA role in Indian education, 28 pages of statistics are given on enrollment and average daily attendance in boarding, day, and hospital schools; completions and graduates by area; enrollment by degree of Indian blood and by tribe; school construction; Federal projects which benefited Indian children; and the 1970 summer program. A fact sheet on schools operated by the BIA is also provided. As pointed out in the document, the BIA had direct responsibility for 56,238 Indian children enrolled in Federal schools and housed in Federal dormitories and had partial financial responsibility for approximately two-thirds of those enrolled in public schools during 1970. Statistics show that there were 185,587 Indian students 5 to 18 years of age enrolled in Federal, private, and mission schools during 1970. (EL)

ED 046 570 32 RC 004 963

Learning Together. A Handbook for Migrant Education.

Idaho State Dept. of Education, Boise.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date May 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Bilingualism, *Cultural Awareness, Curriculum, *Educational Methods, Federal Programs, Mexican Americans, *Migrant Education, Program Development, Teacher Improvement, *Teaching Guides, Testing

Identifiers—*Idaho

Prepared to assist teachers and administrators in the identification of special educational needs for migrant children throughout the State of Idaho, this handbook includes criteria for determining migrant status and home base. Beyond the statistical identification of the migrant child, the document includes a description of his cultural and linguistic heritage that must be taken into account in forming the philosophical base for his education. Among the divisions listed in the table of contents are Philosophy, General Approach, Curriculum, and Evaluation and Testing. Also included is a bibliography of general background references and citations related to curriculum aids in language arts, health and nutrition, mathematics, social studies and science, and music and art. (EJ)

ED 046 571 32 RC 004 964

State Annual Evaluation Report. Fiscal Year 1969 (School Year 1968-69).

Idaho State Dept. of Education, Boise.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 69

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Community, *Compensatory Education, Construction Needs, Evaluation, Information Dissemination, Inservice Programs, *Migrant Education, *Rural Areas, Staff Utilization, *State Programs

Identifiers—*Idaho

Idaho's annual evaluation report relating to migrant programs funded under Title I of the Elementary and Secondary Education Act (fiscal year 1969, school year 1968-69) is presented. Included in the document are descriptions of exemplary programs and information on number of children served, grade placement, teacher-pupil ratio, coordination with other programs, inservice training, nonpublic-school participation, dissemination, community involvement, program effectiveness, special areas, construction and equipment, supportive services, program integration, staff utilization, new programs, and program critique. Of the total 27 migrant education programs in Idaho, 25 were conducted by single districts, 2 were cooperative projects, 19 were conducted during both the regular and summer terms, 3 were conducted in the summer only, 6 were new, and 21 were continued from fiscal year 1968 and/or 1967. No specific recommendations are given. (AL)

ED 046 572 24 RC 004 965

Trujillo, Rupert
Rural New Mexicans: Their Educational and Occupational Aspirations.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2469

Pub Date Jan 71

Contract—OEC-1-6-062469-1574

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, Attitudes, *Home Programs, *Occupational Aspiration, Research, Rural Development, *Rural Family, *Socioeconomic Status

The study tested a general hypothesis that there is a positive relationship between amount of experience in an educational-occupational program and level of occupational and educational aspirations. Two other hypotheses were tested: (1) that there is a relationship between general beliefs which tend to affect ability to adapt to urban economic life and the amount of experience in an educational-occupational program and (2) that there is a relationship between level of occupational and educational aspirations, general beliefs which tend to affect ability to adapt to urban economic life, and school attitudes and family values and norms. The sample comprised 200 rural subjects: 110 students and 90 adults. Two adult groups (the experimental groups) either had received home construction training or had had their houses improved, while 2 adult control groups were similar in significant characteristics but had not participated in house renovation programs. The 2 groups of students resided in the homes of these adults. Instruments used in the study were Haller's "Occupational Aspiration Scale," Michigan State University's "Work Beliefs Check-List," and 2 scales devised by the investigator. Data were analyzed using 1-way and 2-way analyses of variance and analysis of covariance. It was found that a positive relationship exists between amount of experience in an educational-occupational program and level of occupational and educational aspirations. (LS)

ED 046 573 RC 004 971

Mawdsley, Jack K. And Others

[Proceedings of the 4th National Conference on Outdoor Education (Kellogg Gull Lake Biological Station, Michigan, October 22-24, 1970).]

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date Oct 70

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Curriculum Enrichment, *Educational Problems, *Environmental Education, Goal Orientation, Inner City, *Outdoor Education, Professional Training, Research Methodology, Site Development, Work Experience Programs

Participants from 23 states and 4 Canadian provinces attended the Fourth National Conference on Outdoor Education sponsored by the Outdoor Education Project and the Council on Outdoor Education and Camping of the American Association for Health, Physical Education, and Recreation. The conference was primarily a working conference designed to deal with educational issues, problems, and challenges pertinent to outdoor education in the 1970's. Study committee and task force reports will not be completed until the end of the council's current year of operation. Summaries of study group deliberations are included in this report in the areas of outdoor education for inner-city schools, professional preparation, school site development, work-learning experiences for older youth, outdoor education for environmental quality, goals for outdoor education, and research and evaluation. A list of participants is appended. (JH)

ED 046 574 RC 004 978

Riley, Marvin P.

The Hutterite Brethren: An Annotated Bibliography with Special Reference to South Dakota Hutterite Colonies.

South Dakota State Univ., Brookings. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—Bull-529

Pub Date Nov 65

Note—189p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, *Cultural Background, Family (Sociological Unit), *Group Living, Health Conditions, Intergroup Relations, *Religious Cultural Groups, Rural Farm Residents, *Rural Population, Social Change

Identifiers—*Hutterites

South Dakota is the home of a small religious group known as the Hutterite Brethren. The members of this sect live in small cooperative colonies in the northern United States and in several provinces in Canada. The Hutterites are unique in that, while using modern agricultural technology, they have isolated themselves from the main current of Western civilization. The boundary maintenance of their social system has enabled them to retain many characteristics of their culture developed during the Protestant Reformation. The most distinctive feature of the Hutterite way of life is a pattern of communal living which is practiced in connection with their agricultural enterprises. Since 1950, students and scientists representing specialized disciplines have been adding to the ever-increasing volume of information on the Hutterite Brethren. A large number of published works contain findings of field studies and surveys on the culture, intergroup relations, social organization, agriculture, and the mental and physical health of the Hutterites. Journalists have made available through their reports in the press a record of events experienced by the Hutterites which provide a running account of the adjustments the Hutterites are making to a rapidly changing world. It is the objective of this 332-item bibliography to bring together these scattered sources of information published since 1875 and to describe each item so the end product will be a useful tool for the acquisition of knowledge. (Author/JH)

ED 046 575 RC 004 979

Field, Donald R. Dimit, Robert M.

Population Change in South Dakota Small Towns and Cities.

South Dakota State Univ., Brookings. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—Bull-571

Pub Date Mar 70

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agriculture, Demography, *Industrialization, Migration, *Population Trends, *Rural Development, *Rural Economics, Social Change, Tables (Data)

Identifiers—*South Dakota

In this publication, the authors review the historical development of South Dakota communities in the perspective of community change as it occurred in the United States resulting from several important societal factors during the period from 1940-1960. The authors emphasize that, while societal influences continue to operate, forcing adjustment at the local level, additional factors are stimulating further adjustment. Communities continue to grow and decline, depending upon how they are able to adjust to factors such as commercialization in agriculture, diminishing local control, and rural migration. Tables are appended which include population data for each incorporated place in South Dakota. (Author/LS)

ED 046 576 RC 004 982

Stoddard, Elwyn R. Ed.

Comparative U.S.-Mexico Border Studies.

Border-State University Consortium for Latin America, El Paso, Texas.

Report No—Occ-P-1

Pub Date May 70

Note—60p.

Available from—Coordinating Editor, Occasional Papers of the Border-State University Consortium for Latin America, University of Texas at El Paso, El Paso, Tex. 79902 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Culture, Anglo Americans, Attitudes, *Cross Cultural Studies, *Immigrants, *Latin American Culture, Organizations (Groups), *Socioeconomic Influences, Universities

Identifiers—*Mexico

Four United States universities, one from each American state having a common boundary with Mexico, organized the Border-State University

Consortium for Latin America. The organization emerged as an attempt to focus collectively on problems and situations immediately accessible for study in a series of publications entitled "Occasional Papers." This document contains 2 contributions to literature. The first contribution, as indicated by the title "Comparative Structures and Attitudes Along the U.S.-Mexico Border," is a comparison of social structures and attitudes from 2 distinct nationality groups. The second contribution, "Trends and Problems of Urbanization in the United States-Mexico Border Area," is the study of the patterns of internal migration and economic development in Latin American countries as related to the United States-Mexico border area. Included are bibliographies related to each paper. (EJ)

ED 046 577 RC 004 983

Just, Glen Arthur

American Indian Attitudes Toward Education in Select Areas of South Dakota.

Pub Date 70

Note—129p.; Master's thesis submitted to South Dakota State University, Vermillion

Available from—Inter-Library Loan from the Library at South Dakota State University, Vermillion

Document Not Available from EDRS.

Descriptors—Academic Achievement, *American Indians, College Attendance, *Cultural Isolation, *Culture Conflict, *Educational Attitudes, Higher Education, *Low Income, Self Concept, Sex Differences, Statistical Analysis

Two self-defeating assumptions represent recurrent themes in the literature of American Indian education. One assumption explains Indian educational underachievement as stemming from value conflicts with the dominant culture; the second explains underachievement on the basis of poverty and isolation. The two assumptions imply that the Indian lacks motivation, that his cultural orientation prevents him from achieving educationally, and/or that widespread poverty—with its resultant social and physical isolation—intensifies the first two conditions. The present study found an inverse relationship between favorable attitudes toward education and Indian cultural identification. A large majority of the 46 Indians who were given the study questionnaire were positively predisposed to continue their education at the college level. The sample was composed of 16 full-time college students, 13 part-time college students, and 17 college-eligible high school graduates who had never enrolled in college. The study found that conditions of limited income did affect educational advancement. Lack of motivation to pursue college programs was not found. Increased education was found to be positively associated with increased identification and/or acceptance of the white culture. (JH)

ED 046 578 RC 004 984

Pratt, Anne Bennett

Student Use of Counseling in Rural Northeast Alabama High Schools.

Pub Date 28 Aug 70

Note—147p.; Master's thesis from Auburn University, Auburn, Alabama

Available from—Interlibrary Loan from the library at Auburn University, Auburn, Alabama

Document Not Available from EDRS.

Descriptors—*Counseling, Facilities, Grade 10, Grade 12, Guidance Counseling, Interviews, *Masters Theses, *Occupational Aspiration, Research, *Rural Youth, *Social Characteristics, Student Evaluation

Identifiers—*Alabama

Objectives of this study were to (1) determine student use of counseling in relation to selected structural characteristics of the school counseling situation and personal characteristics of students, (2) obtain student evaluations of counselor helpfulness with educational and occupational planning in relation to structural characteristics of the school counseling situation and personal characteristics of students, and (3) determine the use of counseling services in relation to student educational and occupational aspiration-expectation configurations. Data were collected from a random sample of 15 rural high schools in northeast Alabama. To obtain a longitudinal design, 1,104 sophomores were interviewed in April 1966, and 680 of the same students were reinterviewed in April 1968. The research design involved an analysis of student use of counseling services and students' evaluations of counselor

helpfulness in relation to 6 structural characteristics of schools and 5 social characteristics of students. Results revealed that several school and student factors were associated with counseling use, counselor helpfulness ratings, and occupational goals. These data strongly suggested that, among other factors, counseling use and helpfulness evaluations are related to socioeconomic class and residence; however, few structural characteristics of the school are related to counseling use or helpfulness. (Author/LS)

ED 046 579 RC 004 989

Directory: New York State Services for Migrant and Seasonal Farm Workers.

New York State Interdepartmental Committee on Migrant Labor, Albany.

Pub Date 70

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, Community Services, *Directories, *Farm Labor, Health, Interagency Cooperation, Living Standards, Migrant Education, *Migrants, Motor Vehicles, *Rural Areas, Seasonal Laborers, Services, State Police, *State Programs

Identifiers—*New York State

A comprehensive directory of New York State services for migrant and seasonal farm workers is presented. Brief program descriptions—as well as the names of managerial personnel, addresses, and phone numbers for the numerous agencies related to migrant or seasonal farm programs—are given for the following: the State Department of Agriculture and Markets, the Center for Migrant Studies, the Bureau of Program Funding, cooperative extension, education, health, human rights, labor, motor vehicles, Office for Community Affairs, social services, and state police. The history and purpose of the Interdepartmental Committee on Migrant Labor, along with names of committee members, are given in the Preface. (AL)

ED 046 580 RC 004 990

Missouri Comprehensive Outdoor Recreation Plan: Executive Summary.

Missouri State Inter-Agency for Outdoor Recreation, Jefferson.

Spons Agency—Department of the Interior, Washington, D.C. Bureau of Outdoor Recreation.

Pub Date 1 Apr 67

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography; Development, *Facility Utilization Research, *Planning, Private Financial Support, Public Support, *Recreation, Recreational Activities, *Recreation Finances, *State Agencies, State Recreation Legislation, Tourism

Identifiers—*Missouri

The document is a summary of the Missouri State Comprehensive Outdoor Recreation Plan, which was designed to provide guidelines for allocation of resources for needed recreation facilities. The plan identifies the present and future needs for outdoor recreation and recommends ways of meeting these needs. This 1967 document provides a brief history of the State of Missouri and its climate, population, geography, and economy. Also included are climatic maps, tables of demographic statistics, and results of an outdoor recreation survey of Missouri's public and private recreation facilities and the activities performed therein. Supply and demand graphs are also provided. (EL)

ED 046 581 RC 004 991

Owens, Gerald P.

Outdoor Recreation: Participation, Characteristics of Users, Distances Traveled, and Expenditures. Ohio Agricultural Research and Development Center, Wooster.

Report No.—Res-Bull-1033

Pub Date Apr 70

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Facility Utilization Research, Family Life, Leisure Time, *Parks, *Participant Characteristics, Racial Characteristics, *Recreational Activities, *Rural Urban Differences, Socioeconomic Influences, Tourism

Participation in outdoor recreation was the focus of this 1963 study involving 776 families representing a cross section of the urban and rural population of southern Ohio and nearby

areas of West Virginia and Kentucky. The study was conducted to determine relationships between participation and characteristics in order to advise private individuals and public officials on present and future needs for recreational development. Data indicated that participation in outdoor recreation varied widely according to socioeconomic characteristics primarily related to education, occupation, and income of participants. The most popular activities were picnicking, sightseeing, swimming, and fishing. Lack of time was the most important factor limiting participation, followed by lack of money. (AN)

ED 046 582 RC 004 992

Hassinger, Edward W. And Others

Extent, Type, and Pattern of Use of Medical Services in a Rural Ozark Area.

Missouri Univ., Columbia. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.; Public Health Service (DHEW), Arlington, Va.

Report No.—Res-Bull-965

Pub Date Feb 70

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Health Services, *Medical Services, *Physicians, *Professional Personnel, *Rural Areas, Rural Family, *Socioeconomic Status, Surveys

Identifiers—*Missouri

In this document, the use of medical services by families and individuals in 4 rural communities of south central Missouri is examined. The first section of the document provides a general description of medical-service usage and relates this to several socioeconomic variables. The other 2 sections consider the use of different professional types of practitioners and the more complex patterns of health-service use. Data were gathered in 951 personal interviews—which were generally with female heads of households—in a random sample survey in each of 4 communities. Some findings related to use of services were that (1) 9 out of 10 families had used a doctor during the survey year; (2) hospitalization was experienced by one-quarter of the families; and (3) the use of services in the area did not appear to differ greatly from national figures for populations of similar residential characteristics. Some findings related to use of different types of practitioners are that use of full-time specialists increased with age of family and income level and that use of osteopathic doctors was indistinguishable from use of medical doctors in terms of clientele. Yet, chiropractors did not appear to be used for selected self-diagnosed ailments. In examining the pattern of medical services, most families reported having a family doctor; however, families with and without family doctors did not differ appreciably on socioeconomic indices. (AN)

ED 046 583 RC 004 993

Pennsylvania Migratory Labor Program Report.

Governor's Committee on Migratory Labor, Harrisburg, Pa.

Pub Date Jun 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, Agency Role, *Annual Reports, Living Standards, Migrant Child Care Centers, Migrant Education, Migrant Health Services, *Migrants, Migrant Welfare Services, Rural Areas, *Seasonal Laborers, *State Programs, Tables (Data)

Identifiers—*Pennsylvania

Operating for the 18th year, the Pennsylvania Governor's Committee on Migratory Labor, which is charged with coordinating and bringing into focus the activities of various governmental and nongovernmental agencies relating to Pennsylvania's migrant workers, submits the present document as an annual report. Some specific areas reported on by various agencies (for the year 1969) include employment security, industrial safety, health, camp inspections, medical services, child care programs, summer educational programs, community affairs, property and supplies, state police, and reflections and projections. The document contains 3 tables, some photographs, and a map. (AL)

ED 046 584 32 RC 004 994

Idaho State Annual Evaluation Report. Fiscal Year 1970 (School Year 1969-70).

Idaho State Dept. of Education, Boise.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 70

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Community, *Compensatory Education, Consultants, Evaluation, Information Dissemination, Inservice Programs, Mexican Americans, *Migrant Education, *Rural Areas, Staff Utilization, *State Programs

Identifiers—*Idaho

Idaho's annual evaluation report relating to migrant programs funded under Title I of the Elementary and Secondary Education Act (fiscal year 1970, school year 1969-70) is presented. Included in the document are descriptions of exemplary programs and information on number of children served, grade placement, teacher-pupil ratio, coordination with other programs, inservice training, non-public school participation, dissemination, community involvement, program effectiveness, special areas, equipment, supportive services, program integration, staff utilization, new programs, and program critique. Of the total 26 migrant education programs in Idaho, 21 of these projects were conducted during both the regular and summer terms, 4 were conducted during the summer term, and 1 during the regular term. The program objectives are included, as are observations for improvement of the program. (LS)

ED 046 585 32 RC 004 995

Questions and Answers: Program for Migrant Children under ESEA Title I, 1970.

Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 70

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ancillary Services, Educationally Disadvantaged, Educational Needs, *Federal Programs, *Migrant Children, *Participant Characteristics, *Program Administration, State Agencies, *Student Records

Title I of the Elementary and Secondary Education Act of 1965 is specifically designed to help educationally deprived children. It was amended in 1966 to include the children of migratory agricultural workers. Today more than 235,000 migrant children receive educational and special supplementary services under Title I. This booklet is designed to answer some of the questions which are frequently asked about the participation of migrant children in the Title I migrant program. The most basic facts about the program and its administration are discussed in terms of eligibility of state education agencies for receiving funds, eligibility of children for participating in Title I programs, eligibility of projects for receiving funds, and interstate cooperation. For more detailed information about program operations in a specific locale, institutional staffs and other interested persons should contact their state or local education agencies. (Author/JH)

ED 046 586 RC 004 996

Galarza, Ernesto

Historia Verdadera de Una Gota de Miel. (The True Story of a Drop of Honey).

Pub Date 71

Note—58p.

Available from—El Dorado Distributors, 2489 Mission Street, Room 12, San Francisco, Calif. 94110 (\$1.40)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Cultural Awareness, Educational Resources, *Library Materials, Parent Participation, Publications, Spanish, *Spanish Speaking, *Supplementary Reading Materials, Teacher Participation

Part of the series "Coleccion Mini-Libros" (Mini-Book Collection), the booklet is a factual account of the life of a bee. Designed to provide a tool for education of the Spanish-speaking child, as well as to stimulate an interest in Spanish among the youth of our country, the publication is a compilation of photographs with a description of bees and their work in the honey-making process. Also included is a brief description of a man harvesting the honey. (EJ)

ED 046 587

RC 004 997

Galarza, Ernesto

Aquel y Alla en California. (Here and There in California).

Pub Date 71

Note—57p.

Available from—El Dorado Distributors, 2489 Mission Street, San Francisco, Calif. 94110 (\$1.40)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Cultural Awareness, Educational Resources, *Library Materials, Parent Participation, Spanish, *Spanish Speaking, *Supplementary Reading Materials, Teacher Participation

One in the series "Coleccion Mini-Libros" (Mini-Book Collection) written in Spanish as an enrichment tool for the Spanish speaker, the booklet is a compilation of photographs accompanied by brief descriptions of various points of beauty and interest throughout the State of California. Among the points of interest described are La Sierra Nevada, the ancient Royal Highway used by early colonists, Mission San Miguel Arcangel, San Francisco, and the agriculture and stock-raising industry. (EJ)

ED 046 588

RC 004 998

Galarza, Ernesto

Poemas Parvulos. (Little Poems for Little Children.)

Pub Date 71

Note—47p.

Available from—El Dorado Distributors, 2489 Mission Street, Room 12, San Francisco, Calif. 94110 (\$1.40)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Cultural Awareness, Educational Resources, *Library Materials, Parent Participation, Spanish, *Spanish Speaking, *Supplementary Reading Materials, Teacher Participation

Another in the series "Coleccion Mini-Libros" (Mini-Book Collection), the booklet contains the Mother Goose Rhymes translated into Spanish. Editorial Almaden (the publishing house) offers the booklet not only for the amusement and education of Spanish-speaking children but for use by parents and teachers who wish to stimulate an interest in Spanish among the youth of our country. (EJ)

ED 046 589

RC 004 999

Galarza, Ernesto

Rimas Tontas. (Nonsense Rhymes)

Pub Date 71

Note—56p.

Available from—El Dorado Distributors, 2489 Mission Street, Room 12, San Francisco, Calif. 94110 (\$1.40)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Cultural Awareness, Educational Resources, *Library Materials, Parent Participation, Publications, Spanish, *Spanish Speaking, *Supplementary Reading Materials, Teacher Participation

Part of the series "Coleccion Mini-Libros" (Mini-Book Collection), the booklet is a compilation of 50 short nonsense verses written in Spanish. The author and The Southwest Council of La Raza offer the collection for the use of parents and teachers dedicated to stimulating an interest in Spanish among the youth of our country. (EJ)

ED 046 590

RC 005 001

Michigan Housing Report: A Report of a Study Jointly Undertaken by the Migrant Research Project and the United Migrants for Opportunity, Inc.

Manpower Evaluation and Development Inst. Washington, D.C. Migrant Research Project. Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 8 May 70

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, Civil Liberties, Federal Legislation, *Housing Deficiencies, Law Enforcement, *Legal Responsibility, *Migrant Housing, Migrant Problems, *Migrants, State Legislation

Identifiers—*Michigan
It is estimated that between 50,000 and 100,000 migrants annually go to Michigan in search of agricultural employment. Approximately 3,100 camps located through the state provide

housing for these workers. Prior to the present study, the public had already been made aware of the squalid conditions in which migrants live. The purpose of this study was to document those aspects of migrant housing which could be improved by more rigorous enforcement of existing laws and regulations. Included in the document are explanations of (1) the survey method used in the study, (2) criteria for evaluating housing conditions, and (3) Federal and state laws and regulations for agricultural labor camps. Also included are tables of statistics. (EJ)

ED 046 591

RC 005 002

Demeke, Howard J., Comp.

In-Service Education Series and Consultant Services. Final Report.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Sacaton, Ariz. Pima Indian Agency.

Pub Date 67

Note—47p.

Available from—Bureau of Educational Research and Services, College of Education, Arizona State University, Tempe, Arizona (No charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Art, Audiovisual Instruction, Bilingualism, *Curriculum Development, Elementary School Science, *Evaluation, *Federal Programs, *Inservice Teacher Education, Language Arts, Modern Mathematics, Objectives, Secondary Education, Social Studies

Identifiers—*Pima Maricopa Reservation

Utilizing funds from the Elementary and Secondary Education Act, Title I, representatives of the Pima Agency, Education Branch, requested the assistance of the Bureau of Educational Research and Services, College of Education, Arizona State University, in the development and presentation of a program of professional in-service education to enrich and supplement the educational program being provided to elementary and secondary school children on the Gila River Pima-Maricopa Reservation. The program consisted primarily of a series of teacher workshops, special consultants' assistance to the Indian community, and escorted teacher visitations to exemplary schools. For each of the 9 in-service program events which took place from March through May of 1967, the following information is included: a statement of goals, outcomes desired, a brief description of the program, and a brief statement of the degree of success attained. (LS)

ED 046 592

RC 005 003

Alisky, Marvin And Others

The Role of the Mexican American in the History of the Southwest.

Pan American Coll., Edinburg, Tex.

Report No.—Pub-9

Pub Date 18 Nov 69

Note—60p.; Papers presented at conference sponsored by Inter-American Institute, Pan American College, Edinburg, Texas

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American History, Area Studies, Conferences, *Cultural Awareness, *Historical Reviews, *Mexican Americans, *Symposia

Identifiers—*Southwest

The booklet contains 6 papers presented at a conference sponsored by the Inter-American Institute, Pan American College, Edinburg, Texas. As indicated by the titles, the papers cover the following aspects of the role of the Mexican American in the history of the Southwest: (1) Mexican Heritage—Texas, New Mexico, Arizona and California, (2) The Historical Heritage of the Mexican American in 19th Century Texas, An Interpretation, (3) The Migrant Worker and the Bracero in the U.S., (4) Mexican-American Land Issues in the United States, (5) The Rio Grande Frontier—Bridge or Barrier, and (6) Cultural Contributions of the Mexican American. Included in the booklet is a bibliography of related literature. (EJ)

ED 046 593

RC 005 004

Galarza, Ernesto

Barrio Boy.

Pub Date 71

Note—275p.

Available from—University of Notre Dame Press, Notre Dame, Indiana 46556 (\$3.95)

Document Not Available from EDRS.

Descriptors—*Acculturation, *Autobiographies, *Cultural Awareness, Cultural Differences, Cultural Factors, Ethnic Studies, Immigrants, Library Materials, *Literature, *Mexican Americans, Supplementary Reading Materials

An autobiography, "Barrio Boy" is the story of Little Ernie, a boy born in the tiny mountain village of Jalisco in the State of Nayarit, Mexico. Divided into 5 parts, the book offers vivid descriptions of the author's early life—his family, his friends, his surroundings, as well as events in the journey from Jalisco that eventually ended in San Francisco, California. Included are descriptions of the difficulties encountered by Little Ernie and his family in trying to adjust to their new life in the United States. In essence, this is the story of a Mexican boy's acculturation to American society. The book is a contribution to the rapidly developing field called Mexican American Studies. (EJ)

ED 046 594

32

RC 005 006

The Center for the Study of Migrant and Indian Education; An Overview of the History and Purpose of an Educational Service Center for Teachers of Migrant and Indian Children in the State of Washington.

Center for the Study of Migrant and Indian Education, Toppenish, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date [69]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *American Indians, Curriculum, Inservice Programs, Language, *Mexican Americans, *Migrant Children, Resources, Schools, Seasonal Employment, Self Esteem, *Services, Summer Programs, *Supplementary Educational Centers, Teacher Aides

Identifiers—*Washington State

The document provides an overview of the history and purpose of the educational service center for teachers of migrant and Indian children in the State of Washington. The center, a project of the Department of Education of Central Washington College, is located on an Indian reservation in the Yakima Valley in the central part of the state. The extensive truck farming and fruit crops in the area provide seasonal employment for the migrants, thus making an ideal location for the center. As stated, the purposes of the center are (1) to help assure children of migrant farm workers and American Indians pride in their cultural heritage and (2) to assist in the educational training so vital to the future well-being of these children. Among the components of the center are a media library, a curriculum development project wherein materials are geared to the cultural and language needs of migrant and Indian children, and a project of teacher and teacher-aid training. A bibliography is appended. (EL)

ED 046 595

RC 005 007

Chickermane, D. V. And Others
International Education Year, 1970: Education in Rural Areas in the Asian Region.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Pub Date Sep 70

Note—156p.; Vol 5, No. 1, Bulletin of the UNESCO Regional Office

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Development, Educational History, Educational Sociology, Elementary School Curriculum, *Foreign Countries, *Primary Education, *Rural Education, Rural Environment, *Teacher Education, Ungraded Primary Programs

A general review of the progress of education in rural areas in the Asian region precedes articles from various countries. It is noted that the physical geography of the Asian region as a whole and the social conditions which prevail therein make up a panorama of variety and complexity which taxes the imagination and the ingenuity of those who seek to bring the benefits of education to Asian young people. The review analyzes, as far as is possible with the limited data available, the quantitative and qualitative educational attainment in rural areas of the region. Individual articles deal with ungraded lower primary education in India, history of rural education in Japan, education in the rural environment in Laos, sociology of rural education in Laos, educational development in rural areas of

Malaysia, rural education in Nepal, rural education in the Philippines, the 4-H education program in Taiwan, rural teacher training in Thailand, and education in rural areas in the Republic of Viet-Nam. A final article deals with 2 prime factors in striving for quality in rural education in general—teacher training and the primary school curriculum—and discusses the concept of the rural school as a community center. (JH)

ED 046 596 32 RC 005 008
Snyder, Ardis M.

State Annual Evaluation Report. Fiscal Year 1968 (School Year 1967-68).

Idaho State Dept. of Education, Boise. Div. of Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 68

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Community, *Compensatory Education, Evaluation, Information Dissemination, *Migrant Education, *Rural Areas, *State Programs

Identifiers—*Idaho

Idaho's annual evaluation report relating to migrant programs funded under Title I of the Elementary and Secondary Education Act (fiscal year 1968, school year 1967-68) is presented. Included in the document are descriptions of innovative programs and information on number of children served, objective and subjective measurements of migrant child progress, general program effectiveness, coordination with other programs, community involvement, non-public-school participation, dissemination, and problem areas in program implementation. (LS)

ED 046 597 32 RC 005 010

Hough, David L.

A Selected Annotated Bibliography of Louisiana Indian Languages.

Pub Date May 69

Note—146p. Masters Thesis submitted to Louisiana State University, Baton Rouge

Available from—Inter-Library Loan from the Library at Louisiana State University, Baton Rouge

Document Not Available from EDRS.

Descriptors—*American Indian Languages, *Annotated Bibliographies, Anthropology, *Evaluation, *Literature Reviews, *Masters Theses, Surveys

Identifiers—*Louisiana

The document presents a survey and evaluation of the literature on Louisiana Indian languages. The methodology employed was the library search. Sources were publications of the Bureau of American Ethnology, anthropological and linguistic works, pertinent theses and dissertations, and other works relating to the subject. The first part of the thesis is a review of the literature which emphasizes the development of Louisiana Indian language studies. The second section consists of a selected annotated bibliography of Louisiana Indian languages. The third part of the study is a summary of information on the Louisiana Indian population at the beginning of the historic period and at present, and a summary of the present status as to speakers of the original Louisiana Indian languages. It was found that there is a relatively large number of studies of Louisiana Indian languages distributed through many different sources and of widely different character. (Author/EL)

ED 046 598 32 RC 005 011

Chalmers, John W. And Others

The Poor at School in Canada; Observational Studies of Canadian Schools, Classrooms and Pupils.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date May 70

Note—149p.

Available from—Canadian Teachers' Federation, 320 Queen Street, Ottawa 4, Ontario (S1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Attitudes, *Case Studies (Education), Communication (Thought Transfer), Community Characteristics, Curriculum, Demography, *Disadvantaged Youth, Educational Problems, Family (Sociological Unit), *Rural Urban Differences, *Small Schools, Socioeconomic Influences, Teachers, *Teaching Methods

Identifiers—*Canada

The document presents 8 observational studies of interaction of the poor and the Canadian school system in an effort to gather data on inequalities in education. An ad hoc committee formed by the Canadian Teachers' Federation (CTF) asked the member organizations to undertake observational studies following 1 of 2 main types of designs: (1) an observational study of 2 contrasting schools, 1 serving a poor segment of the population, 1 an affluent segment, with special emphasis on classroom interaction and (2) a shadow study of 2 students, 1 from a poor home, 1 from an affluent home, with emphasis on their school experiences. Eight member organizations of the CTF agreed to participate in the project. Of these, 4 undertook observational studies of contrasting elementary schools, 1 a shadow study in a junior high school, and 1 a case study of 2 poor families. The 2 remaining studies did not take this form but did record representative conversations with a number of students. The studies included in this volume were done between January and March of 1970. As noted, they provided fresh data on actual schools, teachers, and students in Canada. Studies were undertaken in different parts of the country, in both urban and rural settings, and by observers who differed in background and training. (EL)

ED 046 599 24 RC 005 013

Hayes, Edward M. Kerr, Timothy H.

An Inter-Disciplinary Evaluation of a Summer Program for the Rural Disadvantaged Youth in Nelson County, Virginia. Final Report.

Nelson County Public Schools, Lovingson, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-C-067

Pub Date 1 Jan 70

Grant—OEG-6-3-9-080067-006(010)

Note—240p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Curriculum Enrichment, *Disadvantaged Youth, *Evaluation Techniques, Interdisciplinary Approach, Interviews, Observation, *Program Evaluation, Questionnaires, *Rural Youth, *Summer Programs, Test Selection

Identifiers—*Project Opportunity

Purposes of the study were (1) to establish evaluative procedures which could be applied to Project Opportunity programs and other national projects designed to aid rural disadvantaged youth and (2) to evaluate the Project Opportunity 1968 summer program in Nelson County, Virginia, in terms of its stated objectives. Aims of the Nelson County program were to raise the level of student aspiration for higher education; to provide experiences that students would not normally encounter which would broaden their range of cultural interest and aid them in related academic achievements; and to provide experiences in fine arts for 9th graders, natural science for 10th graders, and critical thinking and independent study in the humanities for 11th graders. The evaluation design included observers, testing, the Delphi Method utilizing the interdisciplinary team, interviews, and questionnaires. All evaluation techniques contributed positively to the program evaluation with the exception of the testing. It was determined that special tests geared to the specific group of students and their environment should have been developed. Although the stated objectives of Project Opportunity could not be measured in the terms in which they were stated, it was concluded that administrative problems did not outweigh the inspired teaching and active participation of students in new experiences. (JH)

ED 046 600 24 RC 005 014

Havighurst, Robert J.

The Reliability of Rating Scales Used in Analyzing Interviews with Parents, Students, Teachers, and Community Leaders. The National Study of American Indian Education, Series IV, No. 9, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date Dec 70

Contract—OEC-0-8-080147-2805

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Attitudes, Community Surveys, *Comparative Analysis, Correlation, Education, Interviews, *National Surveys, Parents, *Rating Scales, *Reliability, Schools, Students, Teachers, Validity

As part of the Final Report of the National Study of American Indian Education, this paper reports on the reliability of rating scales used in analyzing the interviews conducted during the study. Approximately 4,000 interviews, which covered "adequate samples of people in the schools and communities" that were studied, were deemed valid as a source of accurate data. The rating scales devised by various field centers to analyze these interviews were used (1) to evaluate a particular school or school system of a particular community, (2) to compare schools and communities singly and in various combinations, and (3) to compare perceptions and attitudes of parents with students, parents with teachers, teachers with students, etc. The document provides an explanation of the components that make up the rating scales and the results. Reliability of the instruments used and the procedures used to study reliability are also discussed. It is concluded that reliability of the ratings from the various field centers was high enough to allow for comparisons between various schools or communities and between various types of respondents to the interview. (EL)

ED 046 601 24 RC 005 015

Havighurst, Robert J.

The Use of Interviews and Rating Scales in the Study of Indian Education. The National Study of American Indian Education, Series IV, No. 7, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date Dec 70

Contract—OEC-0-8-080147-2805

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Attitudes, Community, Education, *Interviews, *National Surveys, Parents, *Rating Scales, Schools, Students, Teachers

As part of the Final Report of the National Study of American Indian Education, this study viewed the education of Indian children and youth through the eyes of the people most involved in the process: (1) students, (2) parents, (3) community leaders, and (4) teachers. As noted, this required a representative sample of the people in each of the 4 categories and their perceptions and evaluations of Indian education. The sample communities studied were representative of all socioeconomic and geographic situations in which Indians live. In the study, which covered 28 communities and 37 school systems, information was obtained by a team of people who lived and worked in the communities for several weeks and who observed, interviewed, and administered questionnaires or social psychological instruments. Data gathered for the study were analyzed and interpreted by rating scales, which were made by listing dimensions covered by the interviews and then constructing a 5- to 7-point scale for each dimension. Listed in the appendix are descriptive titles of all rating scales for the 4 types of interviews used in the study. (EL)

ED 046 602 24 RC 005 016

Fuchs, Estelle

Curriculum for American Indian Youth. The National Study of American Indian Education, Series IV, No. 4, Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147

Pub Date [70]

Contract—OEC-0-8-08147-2805

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Bilingual Education, Community Support, *Cultural Education, *Curriculum, Educational Environment, Educational History, *Language Instruction, *National Surveys, Vocational Education

The National Study of American Indian Education has documented a broad consensus among parents, students, teachers, and influential persons that the most important role of the schools

is to prepare Indian students for employment in the dominant economy and for successful lives in the sociocultural mainstream. With occasional exceptions, curriculum for Indian children in both Bureau of Indian Affairs schools and in public schools parallels the curriculum provided to non-Indian students in the public schools. There is virtually no quarrel with the principle that the curriculum for Indian youth should include the very best curriculum provided non-Indian youth, but several major areas stand out as issues of concern. Among these are the inclusion of tribal culture and history in school instruction, language instruction, vocational emphasis, and attention to the dignity of Indian identity. Whatever curriculum developments take place in American education, it is unlikely that Indian parents will want anything less for their children than the same curriculum offered to other Americans. The most outstanding difference, however, is that Indian parents would like the schools to give recognition to Indian identity. (JH)

ED 046 603 24 RC 005 017

Anderson, Ned Chilcott, John H.
Formal Education on the White Mountain Apache Reservation: Report of a Self-Study Conference. The National Study of American Indian Education, Series I, No. 25, Final Report.

Chicago Univ., Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0147
Pub Date Aug 70

Contract—OEC-0-8-080147-2805
Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, *American Indians, *Community Characteristics, *Cultural Differences, *Educational Attitudes, Federal Programs, Higher Education, *Self Evaluation, Teachers, Vocational Education
Identifiers—*Apaches

In one phase of the National Study of American Indian Education, local Indian communities were encouraged to conduct their own self-studies of American Indian education. In keeping with this, a conference was held to determine the attitudinal responses of White Mountain Apaches (aged 20-48) to the following general topics concerning Indian education on their reservation: (1) the role of formal education in Apache society, (2) preparation for life off the reservation, (3) child-raising practices among the Apaches, (4) Apache children in school, (5) the need for communication skills, (6) the Apache college student, (7) absenteeism among Apache students, (8) comparing schools serving Apache children, (9) teachers of Apache children, (10) administration of the schools, (11) legal aspects of education, and (12) vocational education. The document provides a translation of the conference proceedings, along with recommendations and a summary. (LS)

ED 046 604 24 RC 005 019

Humphreys, Edward H.
Schools in Change: A Comparative Survey of Elementary School Services, Facilities, and Personnel, 1965-69.

Ontario Inst. for Studies in Education, Toronto.
Report No—OP-6

Pub Date 70
Note—66p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (\$2.50)

Document Not Available from EDRS.

Descriptors—Community, Educational Innovation, *Elementary Schools, *Facilities, Questionnaires, *Rural Urban Differences, *Surveys, Tables (Data), *Teacher Attitudes
Identifiers—*Canada

The document is a report of the third of a survey series that began in 1965, when the Ontario Teachers' Federation recognized the need to assess changes in the structure of Ontario school districts. In keeping with this, the 1969 survey was made (1) to determine teaching conditions as they existed in 1969 in public and separate schools, in rural and urban districts, and in farming, village, and city communities; (2) to determine whether differences that existed between urban and non-urban school districts in 1967 persisted in 1969 and to determine what changes took place in these districts in the 2 years after the second survey; (3) to determine whether dif-

ferences existed between public and separate systems; (4) to determine whether the provision of school facilities was related to type of community in which a school was located; and (5) to compare facilities available in 1965, 1967, and 1969. The survey was conducted among all rural and urban elementary teachers in public and separate elementary schools in Ontario. Data were collected by means of a questionnaire mailed to each of the 1,189 teachers (945 of whom responded). Four hypotheses were tested in the study, and each was confirmed. (LS)

ED 046 605 24 RC 005 020

Information Concerning the Washoe County Indian Community.

Nevada Univ., Reno. Coll. of Education.
Report No—R-2

Pub Date 69
Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Dropouts, *Educational Needs, *Employment Level, Family Income, *Population Trends, Residential Patterns, *Student Enrollment, Tables (Data)

Identifiers—*Nevada

Information relative to Indian residents of Washoe County, Nevada, has been developed to provide an analysis of educational and employment needs. Population figures are presented by age and sex for 3 basic Indian residence groups in the county. Statistics are presented in tabular form for Indian student enrollment in area schools, income level of Indian families living on Federal lands, and Indian families on welfare from 2 Federally-owned land areas. Employment statistics indicate a serious need to provide marketable skills for Indians in these 2 areas. It is noted that Indian students with school attendance problems or who drop out of school generally come from families with low income, seasonal employment, or other social problems. The study points up that informational gaps exist relative to employment status, education, and attitudes of the Indian population. (JH)

ED 046 606 24 RC 005 022

The National Congress of American Indians, Annual Report 1969.

National Congress of American Indians, Washington, D.C.

Pub Date 69

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, Community, *Development, Economics, *Education, Financial Support, Government (Administrative Body), *Legal Problems, Legislation, Organization, *Policy Formation, Political Issues, Programs, Tribes

The annual report of the National Congress of American Indian (NCAI) for 1969 provides a report of the year's work in each major area of NCAI activities, together with an occasional description of specific actions. Also discussed are the present state of Indian affairs, education, and improvement in the liaison activities with the United States Congress. The document contains the text of the NCAI president's comments to the annual convention (1969) and the position paper he presented which carries recommendations for change in the Bureau of Indian Affairs. Other topics discussed in the report include Indian legislation, the American Indian Media Service Committee, NCAI membership, Indian economic and community development, the National Indian Development Organization, the NCAI economic planning workshops, legal services, and the NCAI Industrial Development Program. The report points out that since the founding of NCAI in 1944, the major objective has been to unify the American Indians to work in harmony through NCAI. (EL)

ED 046 607 24 RC 005 030

[Recommendations of Working Committees to Urban Indian Conference].

National Council on Indian Opportunity,

Washington, D.C.

Pub Date 16 Dec 70

Note—31p.; Recommendations presented at Urban Indian Conference, Warrenton, Virginia (December 14-16, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Civil Rights, Committees, *Conference Reports, Develop-

ment, Economics, Education, *Federal Government, Health, Housing, National Organizations, *Planning, Tribes

The main body of the document contains recommendations presented by working committees of National Council on Indian Opportunity (NCIO) to the Urban Indian Conference held in December of 1970. Recommendations as outlined and discussed by various committees of NCIO are presented for the following areas: housing, education, alcoholism and drugs, economic development, contracts and proposals, Indian centers, employment, land, health, communication, political affairs of Indian interest, and treaty rights. The document concludes with a recommendation to the President of the United States that a President's Commission on the American Indian be established to examine the rights, privileges, and administrative policies regarding the American Indian. (EL)

ED 046 608 24 RC 005 034

Fullerton, Bill J., Comp. Bell, John E., Comp.

Instructional Centers for Pima Culture. Final Report: Academic Year 1968-69.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Spons Agency—Division of Plans and Supplement-

ary Centers, BESE.

Report No—DPSC-67-4260

Pub Date 69

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *Curriculum Enrichment, *Education, *Innovation, *Instructional Materials Centers, Second Language Learning, Self Concept, Teaching Techniques

Identifiers—*Pima Indians

The document contains the final report of the establishment of instructional centers for schools of Arizona's Gila River Indian Community. The project was made possible through Title III funds of the Elementary and Secondary Education Act and was intended (1) to provide programs, services, and materials for making learning experiences more meaningful in terms of Pima culture and (2) to develop instructional materials centers for the schools of Gila River Indian Community: Casa Blanca Day School, Gila Crossing Day School, Pima Central, and St. John's Indian School. Among the topics discussed in the document are developing instructional materials centers, cultural heritage, art education, educational media, reading, science, and social studies. The document concludes with a description of consultant services, an evaluation report, and recommendations for future consultants' services and/or programs. (EL)

ED 046 609 24 RC 005 035

Schusky, E.

The Right To Be Indian.

Pub Date 65

Note—67p.; The American Historian Press, Inc.

Classic Studies Reprint No. 1

Available from—The Indian Historian Press, Inc.,

1451 Masonic Avenue, San Francisco, California 94117 (\$2.00)

Document Not Available from EDRS.

Descriptors—*American Indians, Attitudes,

Boards of Education, *Civil Rights, Community

Responsibility, Cultural Awareness, *Cultural

Exchange, *Economic Disadvantage, *Federal Legislation

A major theme of this report is that civil rights

problems of American Indians are particularly

complex because Indians can claim special rights

deriving from historical circumstance. Special

legislation will be required to ensure their civil

rights as citizens. Social change on the part of the

Indian minority and white majority must also

occur to protect Indians from now existing prejudice

and discrimination. A beginning in any effort

to extend civil rights is a simultaneous attack on

poverty and on lack of self-government. Indian

communities must be allowed to manage their

own affairs, to administer their own social

services in the same way as any other American

community. Outside help in learning this manage-

ment is not only desirable but essential; yet the

"help" must clearly be assistance in learning, not

management itself which is presently the case.

Social control in any small community is going to

vary at points from the American ideals. American

ideals of toleration and appreciation of differences

should allow Indians to evolve their own

procedures and standards of justice with the frame of reference provided by the United States Constitution and applicable legislation. (Author/LS)

ED 046 610 RC 005 036

Garrison, Charles B.

The Impact of New Industry on Local Government Finances in Five Small Towns in Kentucky.

Report No.—AER-191

Pub Date Sep 70

Note—31p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Area Studies, Case Studies, *Community Study, *Economic Research, Field Studies, *Financial Support, *Industry, Local Issues, *Rural Areas, Tables (Data), Taxes

Identifiers—*Kentucky

The establishment of new manufacturing plants in 5 towns in Kentucky had a negative net fiscal impact on most local governmental units during 1958-63. In most of the counties studied, the direct effect of locating new manufacturing plants in the small towns was to increase the costs of government for the school district, and often the town, without increasing the revenue. The increases were typically small, however. Also, a comparison of the study counties with a group of comparable counties which had no new industry added during the study period showed no significant differences between the two groups of counties in terms of changes in local governmental revenue or expenditures due to any secondary effects of new industry in the study counties. (Author)

ED 046 611 RC 005 038

Albert, Roy And Others

[Coyote Tales. English Version.]

Northern Arizona Supplementary Education Center, Flagstaff.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jun 70

Note—307p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*American Indians, *Cultural Enrichment, Disadvantaged Youth, *Elementary School Students, Literature, *Mythology, Reading Materials, Short Stories, *Supplementary Reading Materials

Identifiers—*Hopi Indians

Hopi storytellers told, in Hopi, 20 stories for this supplementary reading series. Each story was translated into English, graded (1.1 to 3.8), and illustrated. These stories normally serve to entertain as well as to instruct both children and adults during the winter nights. Several of the stories have Coyote as the central character. He typifies the clever, mischievous one who, through his scheming, often overreaches himself and becomes the butt of his own joke. The Hopi stories, unlike European ones, almost never spell out the moral but leave it implicit, to be drawn out as the hearer recalls or ponders a tale. A related document (RC 005 039) contains the same stories printed in the Hopi language. (LS)

ED 046 612 RC 005 039

Albert, Roy And Others

[Coyote Tales. Hopi Version.]

Northern Arizona Supplementary Education Center, Flagstaff.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jun 70

Note—300p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American Indians, Cultural Awareness, *Cultural Enrichment, Disadvantaged Youth, Elementary School Students, *Hopi, Literature, *Mythology, *Reading Materials, Short Stories, Supplementary Reading Materials

Identifiers—*Hopi Indians

Hopi storytellers told, in Hopi, 20 stories for this reading series. Each story was graded (1.1 to 3.8), illustrated, and printed in Hopi. These stories normally serve to entertain as well as to instruct both children and adults during the winter nights. Several of the stories have Coyote as the central character. He typifies the clever,

mischievous one who, through his scheming, often overreaches himself and becomes the butt of his own joke. The Hopi stories, unlike European ones, almost never spell out the moral but leave it implicit, to be drawn out as the hearer recalls or ponders a tale. A related document (RC 005 038) contains the same stories printed in the English language. (LS)

ED 046 613 RC 005 040

Henderson County Migrant Family Health Service; 1970 Migrant Health Project, Annual Progress Report.

Henderson County Migrant Council, Inc., Hendersonville, N.C.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date 16 Nov 70

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Dental Clinics, *Family Health, Federal Aid, *Health Education, *Health Facilities, Medical Services, *Migrant Health Services, Nutrition, Practical Nursing, Sanitation

Identifiers—*North Carolina

The Henderson County Migrant Family Health Service has served migrants coming into the area for 8 years, and the need for service continues although there are no plans to extend this service after migrant health grant assistance is denied. The primary objective of the project is to provide necessary facilities and services to the migrant and his dependents at no charge. An advisory committee, composed of migrants and representatives of the Henderson County Migrant Council, assists the project director. Family medical clinics are held 3 nights each week in a temporary building. Each patient is examined, and necessary drugs are prescribed by the clinician. Field visits by nurses follow clinical examinations. Referrals to hospitals or to private physicians' offices are made in difficult cases. The health educator works directly under the project director to try new approaches to meet the needs of health education. In the document, along with a textual summary, tables provide statistics (from June 1 through November 15, 1970) on number of migrants served, their conditions or diseases, and the types of services provided. (JH)

ED 046 614 32 RC 005 046

Report of Experimental Demonstration Project; School Lunch—Emergency Food for Families—Migrant Summer School—Minnesota.

Manpower Evaluation and Development Inst. Washington, D.C. Migrant Research Project; Minnesota State Dept. of Education, St. Paul.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date [Aug 70]

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, Family Attitudes, *Family Programs, Interviews, *Lunch Programs, *Migrant Children, Migrants, *Research Projects, *Student Attitudes, Summer Programs

Identifiers—*Minnesota

An experimental demonstration research project to provide food for families of migrant children attending a summer school program in Minnesota was based on the assumptions (1) that the migrant children in summer school would show greater achievement if the entire migrant family were assured food for 3 meals a day and (2) that the child who has special educational needs is influenced by sociological, psychological, health, welfare, housing, employment, and environmental factors. Eight families with 19 children attending the summer school program formed the population for the research project. Heads of families were interviewed about the social and psychological effects of the food program on the family and home environment. A closed-end questionnaire on demographic information, development of social skills, and school attitudes was administered using an interview technique to teachers, teacher aides, and the school nurse. "On the basis of tentative analysis, there appears to be a definite correlation and interrelationship between feeding families and the sociological and psychological attitudes that exist within the family home environment, the work performed in harvest fields, and

the attitudes of the children attending school." (JH)

ED 046 615 RC 005 049

Environmental Awareness for Indian Education.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Report No.—Curr-Bull-8

Pub Date 70

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Art Expression, Community Involvement, *Curriculum Guides, *Educational Objectives, *Environmental Education, Language Arts, Mysticism, Natural Resources, *Physical Environment, Science Education, Self Concept, Social Studies

A suggested approach for use in schools enrolling Indian children and youth is indicated in this curriculum guide for environmental education. It is pointed out that traditional Indian lifeways and beliefs were and are extremely pertinent to man's living in balance with his natural environment. The guide expresses the belief that the use of the Indianness of the child is the most important part of environmental education for American Indian students. A section on "The Indian Side of Environmental Education" expands this concept, and suggested activities are given for implementation. Potential for developing a strong self-image in Indian students is inherent in the program. Relating the contemporary need for people throughout the world to learn to live in harmony with their surroundings to examples of this balance achieved historically by Indians throughout the Americas is the primary aspect of the program. The program approach calls for involvement of local Indian people in achieving a truly effective educational experience. A section of resources and references includes lists of books, programs, periodicals, bibliographies, national coordinators, national organizations, state directors, consultants, and resource people for environmental education. (JH)

ED 046 616 RC 005 051

Segreto, Joan, Comp.

Bibliografia; A Bibliography on the Mexican American.

Houston Independent School District, Tex.

Pub Date 70

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Biographies, *Cultural Background, Educational Resources, *Fine Arts, *Mexican American History, *Mexican Americans, Newspapers, Socioeconomic Status

More than 100 items published 1923 and 1970 are cited in this bibliography. These items represent sources for furthering teachers' knowledge about Mexican Americans. Major categories under which publications are grouped include fine arts, distinguished personalities, heritage, history, and modern life. Five additional bibliographies relating to the Mexican American are cited. Names, addresses, and subscription fees for 1 Mexican American periodical and 14 Mexican American newspapers are included. (JH)

RE

ED 046 617 RE 003 037

Harris, Theodore L.

Perspective on Reading.

Pub Date 7 May 70

Note—11p.; Invitational address to the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Educational Attitudes, *Educational Trends, Emotional Development, Individual Differences, Literature Appreciation, *Reading Instruction, *Reading Processes, Teacher Attitudes

Reading is a subject about which many people have opinions. Therefore it is necessary for those in the field to determine a perspective through which to examine issues. Such a perspective implies recognizing diverse theories about educational processes and human development and analyzing them, creating a balance among the cognitive and emotional components of reading. To achieve balance involves first accepting the

notion that reading is a tool to be learned and then to be used to widen an individual's range of intellectual pursuit. Teachers who are sincerely interested in their work will teach the tool and, more important, will instill in their students an enjoyment of its use. Research into cognitive aspects of reading should provide insights into how the process works which will in turn make teaching the tool more precise and teaching the enjoyment more vital. References are included. (MS)

ED 046 618 RE 003 158

Bradley, Nola Ruth
A Study of the Relation of Oral Language Proficiency and Reading in a Group of Fourth Grade Negro Children of a French Linguistic Background.

Texas Univ., Austin.

Pub Date Aug 70

Note—95p.; M.A. Thesis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingualism, Bilingual Students, *Creoles, Dialect Studies, Grade 4, *Language Research, Negro Students, *Oral English, *Reading Achievement, Reading Research, School Integration, Standard Spoken Usage

The extent to which language differences might be responsible for the difficulties faced by Negro children in newly desegregated schools was investigated. The sample was a group of 46 fourth graders from one school in a Creole-speaking bilingual area of Louisiana. Goals of the study were (1) to determine the degree of correlation between the Oral Language Proficiency Test and reading achievement and verbal ability, (2) to determine the relation of these variables with success in school, and (3) to test the efficacy of the Oral Language Proficiency Test with a new population, since it was relatively new and had not been widely tested. Results of this study were compared with a previous study with fourth graders in San Antonio, Texas. Conclusions were that significant correlations do exist between oral language proficiency and reading and verbal abilities and that the Oral Language Proficiency Test is a valid instrument for investigations of this sort. Tables and a bibliography are included. (MS)

ED 046 619 RE 003 162

Sullivan, Lorraine M.

The Use of Films and Filmstrips in the Teaching of Reading.

Pub Date Aug 70

Note—11p.; Paper presented at the Third International Reading Association World Congress on Reading, Sydney, Australia, Aug. 7-9, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Communication, Films, *Filmstrips, *Instructional Films, Instructional Materials, *Instructional Media, Mass Media, *Reading Instruction, *Student Teacher Relationship

The communication of messages from teacher to student often includes visual representation of the material under study. The place of mass media in the classroom becomes increasingly important as materials are developed and made available. Films and filmstrips of all types can be utilized in many ways, some of which have been the subjects of research studies pointing to their effectiveness. Films of children's books can be used to present stories, to culminate units, or to introduce units. Both films and filmstrips can also be used in a variety of ways to teach skills, to supplement classroom activities, and to motivate reluctant readers. Teachers intending to use films and filmstrips should follow guidelines in selection to assure maximum success. (MS)

ED 046 620 RE 003 179

Purke, Margaret B.

Toward a Technological Breakthrough to Literacy. City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

Pub Date Aug 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Educational Technology, Educational Television, *Educational Trends, Elementary School Students, Functional Illiteracy, *Illiteracy, Illiterate Adults, Instructional Materials, *Literacy Education, *Reading Programs, Secondary School Students, Teacher Education, Teaching Machines

The UNESCO Courier's estimate of 700 million totally illiterate persons world wide and estimate of 10 million functionally illiterate persons in the United States are cited. Advantages to being literate are discussed which pertain to the welfare of the individual himself and society in general. The 16 trends in the development of literacy programs in the United States noted in the report cover the total illiterate population spanning all age groups. Some of the current trends described revolve around teaching approaches, teaching personnel and the involvement of specialists from allied fields, the use of printed materials as well as hardware, research emphasis, and evaluation of the entire field. Considered separately is the technological equipment currently being used and possibilities for its future use. Attention is called to the dangers inherent in the technological revolution as well as the benefits that can result from meeting the needs of people on an individual basis. Recommendations are made to the universities and colleges on the basis of research findings assembled in the 1960's. Programs concerned with teacher education as it relates to literacy instruction are listed, but the need for a nationwide expansion of such programs is emphasized. A bibliography is included. (DH)

ED 046 621 RE 003 184

Dearmin, Jennie

Unlocking the Door to Literacy.

Santa Barbara Elementary and High School District, Calif.

Pub Date [70]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Kindergarten Children, Negro Youth, *Reading Programs, *Reading Readiness, *Reading Research, *Spanish Americans

Investigated in this pilot experiment was a reading readiness program designed to introduce to kindergarten children the prereading skills necessary for later success in reading. Eighty-one children, primarily of Spanish origin or Negro, participated in the study. The 42 experimental subjects received instruction in the reading readiness program, while the control group did not. At the end of the school year, the Murphy-Durrell Reading Readiness Analysis was administered to all children. The results were presented according to ethnic distribution and stanine-percentage range distribution of the experimental and control groups. In the experimental group, 37 percent of the boys and 61 percent of the girls scored above the sixth stanine; none of the control subjects scored above the sixth stanine. It was concluded that most of the children in the experimental program were ready for formal reading instruction upon entering first grade. Related to this study is a report by the same author in which she describes the kindergarten reading readiness program. The clearinghouse access number for this study is RE 003 185. Tables are included. (DH)

ED 046 622 RE 003 185

Dearmin, Jennie

An Experimental Program for Disadvantaged Kindergarten Children.

Pub Date May 70

Note—10p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, *Economically Disadvantaged, Federal Aid, Instructional Materials, *Kindergarten Children, *Reading Programs, *Reading Readiness, Reading Skills

This Title I pilot program had two broad purposes: (1) to create a growing desire to read and (2) to introduce the skills that are necessary for success and satisfaction in reading. Since the children involved had limited experiential backgrounds, part of the program was geared to providing experiences through the type of classroom setting, the wider school and community environment, and informal reading contacts. Built on the premise that the reading skills on the pre-reading level are the same as at the highest stage of reading development, the prereading program incorporated the following skills: (1) listening for comprehension of content, (2) auditory discrimination, (3) visual discrimination and development, (4) oral language skills, (5) motor-perceptual development, and (6) sound-symbol correspondence. Emphasis was placed on present-

ing the reading readiness activities in sequential steps. (DH)

ED 046 623 RE 003 187

Wallen, Carl J. Wisely, Steven R.

Analysis of Elementary Reading Program, Winston-Dillard School District No. 116, Douglas County, Oregon.

Oregon Univ., Eugene. Bureau of Educational Research and Service.

Pub Date Mar 70

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Grades, Instructional Materials, *Program Evaluation, Reading Achievement, Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, *School Surveys, Teacher Evaluation, Teaching Methods

The major focuses of this reading program survey were staff preparation, instructional techniques, educational materials, and pupil achievement. Data were obtained from 47 teachers (14 men and 33 women) who represented reading instruction in grades 1 through 8. The following items were analyzed in detail: personnel description (age, sex, and degree), courses taken in reading, teaching experience, class schedules, materials used, student achievement (using the Otis-Lennon Intelligence Test and the Stanford Achievement Test), class sizes, grouping practices, and correlation of subject areas to reading activities. The Instructional Skills in Reading Test was administered to 43 teachers, and observations concerning reading materials in the school district were made. Recommendations were made by the teaching staff and by the Bureau of Educational Research survey team of the University of Oregon College of Education, who conducted the survey. Extensive tables and figures are given. (DE)

ED 046 624 RE 003 192

Berger, Allen

Speed Reading, An Annotated Bibliography.

Pub Date 70

Note—44p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$0.50 to members, \$0.75 to nonmembers)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Information Processing, Measurement, Operant Conditioning, Pacing, Perception, *Reading Research, *Reading Speed, Sex Differences, *Speed Reading, Study Skills, Tachistoscopes

Approximately 150 references to speed reading published during the past 40 years, including 50 new entries, are included in this revised annotated bibliography. The new entries relate mainly to research but also include some references to theoretical discussions. The references are grouped into the categories of tachistoscopic and controlled pacing, paperback scanning, retention of gains, flexibility, perception, processing information, studying, conditioning, sex differences, and measurement. With each category is a brief evaluation of the significant trends in that area and a recommendation of particularly noteworthy studies, after which the main body of listings appear in alphabetical order according to the author's last name. References to other related bibliographies and pertinent research summaries are also included. (DE)

ED 046 625 RE 003 193

Sartain, Harry W.

Individualized Reading, An Annotated Bibliography.

Pub Date 70

Note—19p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$0.50 to members, \$0.75 to nonmembers)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Individualized Reading, Instructional Materials, Reading Instruction, *Reading Materials, *Reading Programs, *Reading Research

At the present time more than 600 publications concerned with individualized reading are available. The 84 items listed in this bibliography were selected to help the reader obtain varied points of view without reading 600 articles. The selected studies are arranged in four categories to include (1) carefully considered arguments for and against individualized reading, (2) research stu-

dies and summaries, (3) suggestions on instructional materials to be used, and (4) descriptions of programs which are fully individualized as well as those which incorporate individualized reading as one phase of the work. The entries appear according to the author's last name in the four categories and are followed by an annotation which summarizes the study's conclusions in many cases. (Author/DE)

ED 046 626 24 **RE 003 194**

Johnson, Dale Venezky, Richard
An Instrument for Testing Pronunciations of Vowel Clusters. Part I: Linguistic Background.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—TR-137
Pub Date Jul 70
Contract—OEC-5-10-154
Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, Elementary School Students, *Language Research, Language Tests, Linguistics, Phonetics, *Pronunciation, Pronunciation Instruction, *Reading Research, Spelling, Test Construction, *Vowels

Since pronunciations of vowel clusters are among the most unpredictable letter-sound correspondences in English and therefore children learning to read must often rely on something other than spelling as a clue to pronunciation of vowel cluster words, data relating to pronunciation frequencies of certain vowel clusters were gathered for this study, and a rationale for selection of words containing these clusters was developed. An instrument devised for use in assessing children's initial pronunciations of vowel clusters in unfamiliar words is described, and a study using it is proposed. Results of the study will be presented in a second report. (MS)

ED 046 627 24 **RE 003 195**

Caffee, Robert C. And Others
How a Child Needs to Think to Learn to Read.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—TR-131
Pub Date Jul 70
Contract—OEC-5-10-154
Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Tests, *Educational Testing, Kindergarten Children, Listening Skills, *Prereading Experience, Reading Readiness, *Reading Readiness Tests, *Reading Skills, Standardized Tests, Visual Measures, Vocabulary Skills

The component prereading skills of kindergarten children in two Wisconsin cities were examined. It was assumed that independent component skills exist and that investigation of separate skill areas would point out relevant combinations. Selected for study were visual, acoustic-phonetic, letter-sound association, and vocabulary skills. The research strategy included the compilation of a basic skills tests battery and individual administration of the battery to 21 middle-class and 22 lower-class subjects. The test results are reported separately for each skill area and for correlated skills. Predicted relationships were found to exist between visual matching and alphabet knowledge and between the acoustic-phonetic tasks of segmentation and rhyme-production. Other unpredicted correlations were found, but in general the tests appeared to be independent of one another. A bibliography and tables are included. (MS)

ED 046 628 **RE 003 196**

Gammon, Elizabeth Macken
A Syntactical Analysis of Some First-Grade Readers.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Report No.—TR-155
Pub Date 22 Jun 70
Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Basic Reading, Beginning Reading, Grade 1, *Grammar, Linguistics, Phrase Structure, *Reading Materials, *Structural Analysis, Structural Grammar, *Syntax

Two widely used first-grade reading series, Ginn and Scott-Foresman, were analyzed in terms of six phrase-structure grammars in an attempt to discover frequencies for sentence types. The six grammars were noun phrase, verb phrase, verbal modifier, statements without verbs, interrogative, and statements with verbs. Categorical grammars were written for comparison with noun-phrase and verb-phrase grammars. A quantitative method for evaluating linguistic grammars, developed from the analyses, provided a theoretical framework for accounting for various kinds of utterances. Chi-square analysis showed the grammars to be well-suited to both series, with the verbal modifier and statements without verbs providing the best fits. The categorical grammars were approximately equivalent to the phrase-structure grammars, making them possibly more useful for further study since they require fewer manipulations of the text. It was concluded that the method developed would be useful in further analysis of reading materials. Such analysis would be important in increasing the similarity of sentence structure in materials to that of children's speech. Tables and a bibliography are included. (MS)

ED 046 629 **RE 003 197**

Shaver, James P.
Tutorial Students Two Years Later: A Report on the Logan-Cache Tutorial Center for Underachieving Readers and Writers.

Utah State Univ., Logan. Coll. of Education.
Pub Date Oct 70
Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Gains, Federal Programs, Grade 4, Grade 7, Grade 10, *Longitudinal Studies, *Program Effectiveness, Program Evaluation, *Reading Research, *Remedial Reading Clinics, Retention, *Tutorial Programs, Tutoring

To test the long-range effectiveness of its ESEA Title III-sponsored program, officials of the Logan-Cache County Tutorial Center tested students served by the program 1 and 2 years after participation. The students, originally identified as underachievers, had been tutored in one-to-one or one-to-three tutoring situations or had been part of a control group. At the end of 1 year, tutorial students had increased significantly in reading ability. Students in grades 4, 7, and 10 were studied for 2 years after they entered the program, using the Sequential Tests of Educational Progress reading and writing tests. The results of statistical analysis of the findings showed that while tutorial students were still significantly better than controls, the seventh and tenth graders retained more than did fourth graders and, as with original testing, no difference was noted between the two types of tutorial situations. It was concluded that tutoring was valuable in any of its forms and should be continued. Tables are included. (MS)

ED 046 630 **RE 003 198**

Clayton, Kathleen K.
Reading Instruction for Nine-Twelve Year Olds.

Pub Date 7 Aug 70
Note—14p.; Paper presented at the Third World Congress on Reading, International Reading Association, Sydney, Australia, Aug. 7-9, 1970
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comprehension Development, Concept Formation, Critical Reading, Diagnostic Teaching, *Intermediate Grades, Oral Reading, *Reading Instruction, *Reading Skills, Silent Reading, *Study Skills, Vocabulary Skills, Word Study Skills

The "right to read" as a world and United States goal necessitates the maximum development of each student's reading ability, and this requires individual diagnosis and an eclectic approach to individual instruction. Among the skills which must continue to be developed beyond the primary grades are word-attack skills, vocabulary and concept development (including emphasis on abstract and figurative terms and contextual analysis), silent and oral reading skills, study skills through practice with good content-type materials, and comprehension and critical reading skills. In all of this instruction there must be an ongoing evaluation of each student's skill development, and measures should be taken to correct deficiencies as they occur. References are given. (DE)

ED 046 631

Woodcock, Richard W.

Rebus as a Medium in Beginning Reading Instruction.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Report No.—IMRID-V-4

Pub Date 68

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, *Kindergarten Children, *Orthographic Symbols, Pictorial Stimuli, Reading Materials, *Reading Processes, *Reading Research

While a great deal of attention has been directed to the potential value of using symbol systems other than the traditional 26-letter alphabet in the early stages of reading instruction, little attention has been paid to the potential value of using rebuses. In a linguistic sense, rebuses are symbols which represent entire words or parts of words; whereas, by contrast, letters represent sounds. A rebus may be pictorial, geometric, or even completely abstract. To investigate the hypothesis that pupils learning to read with rebuses would do significantly better than pupils presented the same instructional material in traditional orthography (T.O.), two samples of five preschool nonreaders each were exposed to a learning-to-read situation. The results of the study demonstrated that learning to read rebuses was markedly easier than learning to read T.O. Furthermore, the differences became even more disparate as the complexity of the vocabulary and sentences increased. The results implied that learning to read derives its problems and difficulties primarily from the abstract nature of T.O. as a symbol system, not from the nature of the reading process itself. It was suggested that rebuses should be more widely used in beginning reading materials to reduce the learning load on the child. Tables and references are included. (Author/DH)

ED 046 632 **RE 003 200**

Relationship Between Auditory Abilities and Academic Skills. Bibliography.

Johns Hopkins Medical Institutions, Baltimore, Md. Information Center for Hearing, Speech, and Disorders of Human Communication.

Report No.—I-253

Pub Date 15 Aug 69

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Auditory Discrimination, *Auditory Perception, *Bibliographies, *Deaf Research, *Reading Ability, Relationship

A bibliography of 21 articles concerned with the relationships between auditory abilities, academic skills, and other factors is presented. The entries refer to studies which include deaf, hard-of-hearing, and normal-hearing subjects and investigate the relationship of auditory ability to such factors as reading ability, general school achievement, intelligence, personality, conceptual thinking ability, and English morphological abilities. To compile this bibliography a search was made of the Information Center Document Files at the Johns Hopkins Medical Institutions. The bibliography is arranged in alphabetical order according to author and includes articles from 1965 through 1968. (DE)

ED 046 633 **RE 003 201**

Ryabik, James

Behavior Modification and the Teaching of Reading.

Pub Date 9 May 70

Note—8p.; Paper presented at the Western Kansas Reading Conference, Fort Hays, Kansas, May 9, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Children, *Habit Formation, *Learning Processes, *Reading Instruction, Reinforcement, Teachers

Learning principles can be of great value in modifying the behavior of school children. Too often a teacher's own shortcomings and inadequacies hinder him from being truly effective with his students. In general our educational system is based on negative contingencies rather than positive ones. Ways in which a teacher can be more effective in behavior modification include using positive approaches to the reinforcement.

ment of desirable behaviors, employing selective attention as a reinforcement, reinforcing the behavior immediately and consistently at first and infrequently after the habit has been established, avoiding inappropriate punishment, and using the principle of shaping to increase by small increments the incidence or strength of a certain desirable behavior. (DE)

ED 046 634

RE 003 202

Schreiner, Robert L.
Useful Linguistic Principles in Teaching Reading.
Pub Date May 70

Note—12p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, *Language Development, Language Skills, *Linguistics, Phonics, Reading Instruction, *Reading Skills, *Sequential Reading Programs, Speech, Structural Analysis, Written Language

How linguistic principles can be incorporated into reading instruction was shown by examining the interrelationships of certain linguistics ideas to learning to read. First, the acquisition of oral language was discussed as to the developmental stages: phonological, morphological-lexical, and syntactic. It was suggested that reading instruction should follow the same sequencing: that is, learning letters of the alphabet, blending letters or letter clusters into whole words, and learning syntactical and semantic elements. Second, the relationship of oral language to printed language was illustrated by a graph depicting the various stages, layers, or strands of spoken and printed language. However, it was noted that many elements of speech cannot be replicated in our printed language. Finally, a graph based on principles advocated by linguists for teaching reading delineated the scope and sequence of decoding reading skills considered to be mechanical in nature. It was noted that the order of skills shown by the second graph parallels the sequence of language layers in the first graph. Tables and references are included. (DH)

ED 046 635

RE 003 203

Bellevue Reading Study. Final Report.
Bellevue Public Schools, Wash.

Pub Date Jan 70

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Reading, *Beginning Reading, *Initial Teaching Alphabet, *Primary Grades, Reading Achievement, *Reading Programs, Reading Research, Student Attitudes

The achievement of four groups of children as measured by the Stanford Achievement Test was compared at the end of the first, second, and third year of school. The four programs used were the initial teaching alphabet (i.t.a.), Words in Color (WIC), Phonetic Keys, and teacher-designed analytic programs. At the end of the first year there appeared to be a rather clear advantage in favor of i.t.a., a trend which continued to the end of the second year but not the third. Third-year results indicated some definite advantages of WIC for boys. There appeared to be definite disadvantages for boys who participated in the Phonetic Keys program. For the girls, none of the four programs was markedly superior. In a replication and extension study done at the first-year level in 1968-69, Lippincott Basic Reading and Sullivan Programmed method groups were added, and Phonetic Keys was no longer included. The replication found that i.t.a. and Lippincott ranked highest, WIC ranked second, while the remaining methods tended to rank low. A questionnaire of student attitudes found that the children responded with positive feelings about reading, school, and their competency 72 percent of the time. Other questionnaire findings and tables reporting test results are included. (Author/DH)

ED 046 636

RE 003 205

Howards, Melvin.
The Subject Is Reading.

Pub Date 30 Oct 70

Note—11p.; Paper presented at the conference of the Keystone State Reading Association, Harrisburg, Pa., Oct. 29-31, 1970
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Educational Trends, Objectives, Program Development, Program Improvement, *Reading Instruction,

*Relevance (Education), *School Industry Relationship, *Student Motivation, Student Needs

A possible course for reading instruction in the seventies is charted through the author's observations on present practices and the directions in which they appear to be leading. The introduction of private industry into education as seen in TV offerings such as Sesame Street, in the purchase of book companies by major corporations, and in the performance contracts guaranteeing a level of achievement is of concern to the author, who sees such introductions as threats to programs based on student involvement. His major contention is that teachers who really plan with their students as the object of their programs will involve the students in the program development and will experience gratifying results. Two experiments involving the core curriculum concept in which students created their own materials and assisted in developing an integrated curriculum plan are described. One of the projects was with Blackfeet Indians in northwestern Montana; the other involved adolescent school dropouts in Boston. The author concludes that unless students are considered as the objectives of reading programs, the future may well be bleak. (MS)

ED 046 637

RE 003 207

Spache, George D.

Good Reading for the Disadvantaged Reader:
Multi-Ethnic Resources.

Pub Date 70

Note—220p.

Available from—Garrard Publishing Co., Champaign, Ill.

Document Not Available from EDRS.

Descriptors—American Indians, Annotated Bibliographies, *Booklists, Disadvantaged Groups, Eskimos, Inner City, Instructional Aids, *Instructional Materials, Literacy Education, Mexican Americans, *Minority Groups, Negroes, Puerto Ricans, *Reading Instruction, *Self Concept

Ways of improving reading instruction among the disadvantaged minority groups in our population is the concern of this book. It is the stated hope of the author that this book will alert teachers to the need to help pupils find books with which they can identify—ones in which they can find positive images of their race or ethnic type. To promote a better understanding of the disadvantaged person, chapters are presented concerning the self-concept, building the self-concept, and reading instruction with the disadvantaged. Following this, books and other teaching materials are listed to help teachers promote a positive self-concept for minority students. A brief annotation is provided for each title. The lists are extensive and include materials for the Black American, the American Indian, Eskimos, inner-city life, the Mexican-American and migrant workers, Orientals, and Puerto Ricans. Additional booklists are concerned with reading improvement, social science and science, materials for instructional units, audio-visual resources, and professional resources. Finally, adult literacy is discussed and materials are presented for helping to educate adult illiterates and school dropouts. Title and author indexes and the names and addresses of publishers are included. (DE)

ED 046 638

RE 003 208

McCracken, Robert A., Ed.

Supervision of Reading Instruction in Junior High School.

Western Washington State Coll., Bellingham.

Pub Date 68

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Content Reading, *Developmental Reading, Education Courses, Inservice Courses, *Inservice Teacher Education, *Junior High Schools, Program Evaluation, *Reading Instruction, Reading Programs, Teacher Seminars, *Teacher Supervision

The major objective of this program was to improve the teaching performance of 20 junior high school teachers assigned to teach developmental reading as part of their class assignment. The program included a 7-week summer training portion and an academic school year of supervised teaching of developmental reading. The summer program included four college courses concerned with individualized reading instruction, improve-

ment of reading instruction in the secondary school, observation and practicum in teaching reading at the junior-high level, and a seminar in reading education. During the academic year, monthly seminars were given for the 20 teachers participating in the program as well as guidance by two college supervisors and four other reading experts. Included in this report are (1) summaries of the four summer courses, (2) participant reports of activities in the teaching of reading, (3) a summary of participant evaluations, (4) evaluator reports, and (5) the director's summary. Appended are a participant evaluation questionnaire with a summary of responses and a checklist of teaching activities. (DE)

ED 046 639

RE 003 209

Downing, John

Specific Cognitive Factors in the Reading Process.

Pub Date Dec 70

Note—13p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cognitive Ability, Cognitive Development, *Cognitive Processes, Learning Processes, *Learning Theories, Models, *Reading Development, *Reading Processes, Reading Skills, *Theories

Based on the idea that mastery of reading is a complex problem to be solved by a child, the author discusses the learning-to-read process as a series of discoveries of solutions to subproblems, all of which are then ordered into a total system. As a child's attempted solutions approximate more closely the reality of each aspect of the reading process, as he gains in understanding of the nature of the task, he achieves more cognitive clarity. This cognitive clarity is correlated highly with reading success, while its opposite, cognitive confusion, can be regarded as a symptom of reading failure. Pertinent evidence from studies of reading disability and from studies which relate reading achievement to various intellectual abilities are cited in support of the author's theory. He concludes that understanding of differences between spoken and written forms, knowledge of letter-sound correspondences, and ability to categorize words contribute to cognitive clarity, while auditory and visual discrimination and letter-name knowledge do not. A summary list of findings from studies which explore factors related to the proposed cognitive clarity theory of reading concludes the presentation. References are included. (MS)

ED 046 640

RE 003 211

Criteria for Assessing School Reading Programs:
Kindergarten Through High School.

Connecticut Association for Reading Research,
Hartford.

Pub Date 70

Note—28p.

Available from—Mrs. Nora D. Adams, 269 Academy Road, Cheshire, Conn. 06410 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Criteria, *Curriculum Evaluation, *Evaluation Criteria, Evaluation Techniques, Instructional Materials, Instructional Staff, *Reading Instruction, *Reading Programs

A series of instruments designed by the Connecticut Association for Reading Research is offered to help a school staff improve reading education by identifying school practices that need improvement. Checklist questionnaires are provided for the following sections: (1) systemwide background information, (2) individual school background information, (3) individual staff member survey, (4) kindergarten, preprimary program, (5) elementary instructional reading program, (6) content-area instructional reading program, (7) independent reading program, (8) remedial/corrective reading program, and (9) summary evaluations, commendations, and recommendations. Reasons for developing the criteria are presented as well as an explanation of how to use them. (Author/DE)

ED 046 641

RE 003 212

Burmeister, Lou E.

Phonics in a Reading Program—Place and Content.

Pub Date May 70

Note—18p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Discrimination, *Beginning Reading, Consonants, Context Clues, Dictionaries, Graphemes, *Phonics, *Reading Instruction, Reading Programs, Structural Analysis, Visual Discrimination, Vowels, *Word Recognition

In an attempt to describe the place of phonics in a word-attack program, five areas of word attack are discussed: sight recognition, the use of context clues, morphology (structural analysis), phonics, and dictionary use. Facility in the use of all of these, singly and in combination, is stated as being necessary for a person to be an independent reader. Next, 12 particularly useful grapheme-to-phoneme relationships which the author considers to require description in a phonics program are discussed: four related to consonant graphemes, five related to vowel graphemes, and three related to phonic syllabification. A brief description of the four components of most phonics lessons is also included: auditory discrimination, visual discrimination, blending, and contextual application. References are given. (Author/DE)

ED 046 642

RE 003 213

Courtney, Brother Leonard

The Rationale for Teaching Reading in the Content Fields.

Pub Date 30 Oct 70

Note—15p.; Paper presented at the Hofstra University Reading Conference, Hempstead, N.Y., Oct. 30, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, Attitudes, *Cognitive Objectives, Concept Teaching, *Content Reading, Developmental Reading, *Reading Instruction, Reading Processes, Reading Skills, Relevance (Education), Youth

Four considerations in the teaching of reading in the content areas were discussed: (1) the state of teaching itself, of reading, and of the content areas; (2) the characteristics of today's student; (3) some basic assumptions and arguments for content-area reading; and (4) steps toward implementing a content-area reading program. The author makes the following statements: (1) Critics of education claim we are failing to reach the young because we are obsessed with content and methodology geared toward cognitive learning, whereas youth culture today is affective and totally alien to cognition. (2) The media to which youth are attuned involve light, color, sound, and movement with a deemphasis on reading. (3) To make reading relevant and necessary for youth, it must be taught as a means of achieving goals which are concerned with their attitudes and values. (4) The content-area teacher is in the most favorable position for teaching both content and process whereby the material is treated in depth and reading skills are applied immediately in context. (5) Through daily contact with students, assessment can be made of attitudes and values which can be incorporated into cognitive goals. References are included. (DH)

ED 046 643

RE 003 214

Utilization of Paraprofessional Personnel in Intensive Remedial Reading.

Hammond School City, Ind.

Pub Date Aug 70

Note—104p.; End of project report

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Grade 6, Grade 7, Grade 8, Inservice Education, Instructional Materials, *Middle Schools, *Paraprofessional School Personnel, Parent Participation, *Program Evaluation, *Reading Research, *Remedial Reading Programs

An ESEA/Title III program designed to expand services to remedial readers through the use of paraprofessional personnel is described. The greater part of the report explains the need for such a program, selection and training of paraprofessionals, materials, project implementation, parental involvement, and inservice training of the professional staff. In the preservice training of 24 paraprofessionals, attention was given to psychology in dealing with underachieving adolescents, rapport in professional relationships, ethics, audiovisual aids, motivational techniques, and practical experience. Certificated teachers made the professional decisions of disability diag-

nosis, material selection, and formulation of instructional objectives; paraprofessionals carried out the plans of the professionals. The remainder of the report deals with (1) subjective program evaluation through the use of questionnaires to program participants, principals, content-area teachers, and parents and (2) objective evaluation of 832 pupils in grades 6, 7, and 8, who received remedial instruction during the 3 years of the project, and 197 control pupils. The reading growth of children receiving instruction through paraprofessional services led to the conclusion that such a staff can make a significant contribution to the remedial instruction of middle-school pupils. Tables and appendixes are included. (DH)

ED 046 644

RE 003 215

Hall, Vernon Caldwell, Edward

Analysis of Young Ss Performance on a Matching Task.

Syracuse Univ., N.Y. Syracuse Center for Research and Development in Early Childhood Education.

Report No.—70706-S-AI-R-29

Pub Date Apr 70

Contract—OEC-3-7-70706-3118

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Character Recognition, *Children, *Nursery Schools, Orthographic Symbols, *Reading Research, *Training, *Visual Discrimination, Visual Perception

Research indicates that young children seem to have considerable difficulty in discrimination between the letters b, c, p, and q. Also, 4-year-olds appear to commonly make rotation and reversal errors with letter-like forms. Whether young children will perform significantly better or not in deciding whether two shapes are called same or different after a brief training period was investigated. The subjects were 20 nursery-school children randomly selected from approximately 100 children enrolled at a nursery school supported by the Syracuse branch of the National Laboratory for Early Childhood Development. They were randomly assigned to two groups; the experimental group received an initial training period, and the control group did not. The results showed that the subjects in the experimental condition in which the experimenter's definition of same and different was made explicit performed significantly better than the control group. Figures, tables, and references are given. (DE)

ED 046 645

RE 003 216

Huus, Helen

Developmental Reading: An International Challenge.

Pub Date Aug 70

Note—22p.; Paper presented at the Third International Reading Association World Congress on Reading, Sydney, Australia, Aug. 7-9, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developmental Reading, Eye Movements, *Illiteracy, *International Education, International Organizations, *Language Handicaps, Reading Comprehension, *Reading Development, Reading Instruction, *Reading Processes, Reading Skills, Word Recognition

One purpose of the International Reading Association (IRA)—to improve the quality of reading instruction at all levels—was discussed. The topic was divided into three parts: Developmental Reading, The International Challenge, and The Role of IRA. The substance of the first part was based on the theoretical model of reading described by Gray in 1960 as the "Major Aspects of Reading," with several references made to Carroll's description of the nature of the reading process. The components described were word recognition, comprehension, reaction to and evaluation of ideas, and assimilation of the materials read. The International Challenge called for solutions to the following basic problems: (1) adult illiteracy, (2) language differences as an obstacle to higher education, (3) the conception of education as a preparation for white collar work only, and (4) the shortage of teachers. Finally, contributions that IRA could make to the solving of worldwide developmental reading problems were offered, including sponsoring comparative studies in reading, acting as a clearinghouse for international publications on reading, and arranging international exchange teachers and scholars. References are included. (DH)

ED 046 646

RE 003 217

Maxwell, Martha J.

What the College Reading Teacher Needs to Know About Reading.

Pub Date 28 Mar 69

Note—9p.; Paper presented at the Western College Reading Association Meeting, Mar. 28, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Programs, Course Descriptions, *Education Courses, Graduate Students, Methods Courses, *Practicums, *Reading Instruction, *Reading Programs, Specialists

Weaknesses in the reading course background and the high turnover rate of many college reading specialists along with an increased demand for these people to help disadvantaged college youth led the author to develop a course and practicum for graduate students who wished to enter this field. The course included these topics: (1) philosophy and objectives of college reading programs, (2) diagnostic and screening procedures and instruments, (3) instructional methods and techniques, (4) evaluation of materials and equipment, (5) techniques for teaching specific reading skills, (6) problems that affect individual improvement, (7) establishing and administering a college reading program, and (8) assessing individual improvement and evaluating the reading program. The practicum contained training in (1) testing and diagnosis, (2) setting up individualized improvement programs, (3) using materials and equipment, (4) evaluating student progress, (5) preparing case studies, (6) conducting research, (7) conducting followup interviews, and (8) developing new materials. References are given. (DE)

ED 046 647

RE 003 219

Simmons, Marilyn

Learning Centers in a Self-Contained Classroom.

Anne Arundel County Board of Education, Annapolis, Md.

Pub Date [70]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Centers of Interest, Evaluation Methods, Independent Study, *Instructional Materials, *Learning Activities, *Learning Laboratories, Pacing, Self Actualization, *Self Contained Classrooms

As interest in learning centers grows, such questions as "What is a learning center?" and "How does one get started?" are frequently asked. Essentially a learning center consists of designated areas within the classroom where children may go to do a specific activity related to concept development or skill reinforcement. Learning centers are based on four concepts: self-selection, self-motivation, self-pacing, and self-correction. While some children must be directed toward certain needed activities, all students may decide at times when to do required and optional work. Creative and colorful centers and use of manipulative materials greatly aid in motivating the child. With some children working more slowly than others, activities must be left long enough for everyone to complete all of the required and much of the optional work. Several steps to take in initiating a learning center are as follows: (1) use interest centers after completion of seatwork activities, (2) expand interest centers to include activities to reinforce skills in subject areas, and (3) introduce a sheet of required and optional activities as a guide to the centers each week. Evaluation is made through checking work folders, teacher-pupil conferences, and class discussions. Sample worksheets, activities, and organizational charts are included. (DH)

ED 046 648

RE 003 220

Smith, Nila Banton

Reading for the Seventies: An International Challenge.

Pub Date 9 Aug 70

Note—23p.; Paper presented at the Third International Reading Association World Congress on Reading, Sydney, Australia, Aug. 7-9, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biochemistry, Biological Influences, Computers, *Educational Technology, Methodology, Methods Research, *Reading Instruction, *Reading Processes, Reading Readiness, *Technological Advancement

Possibilities for change and innovations due to technological and intellectual advancement are

viewed as they might occur in the seventies. (1) Information storage by microphotography and computer will make possible greater collections in extremely small physical spaces. (2) Biological and biochemical advances will bring greater understanding of human physical processes which in turn will make possible greater learning. (3) Revised concepts of readiness will result in better use of children's abilities. (4) Methodology will be studied in relation to technology, and advancements in one will bring improvement in the other. It was concluded that one thing seems certain—reading will serve a definite and important function in the society of the seventies. It was further felt that there will continue to be practical and pleasurable needs for the development of reading skills and that reading teachers will have an increased obligation to meet these needs. A bibliography is included. (MS)

ED 046 649

RE 003 221

Spaulding, Seth
New Developments in Education for the Seventies.
Pub Date 7 Aug 70

Note—18p.; Paper presented at the Third International Reading Association World Congress on Reading, Sydney, Australia, Aug. 7-9, 1970
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Programs, *Educational Innovation, *Educational Trends, Experimental Programs, Individualized Programs, *Instructional Programs, Program Development, *Program Improvement, *Reading Programs, Teacher Education, Televised Instruction

Theories relating to proposed improvements in education are discussed. Changes in curricula, contributions of fields such as psychology, and issues currently being debated are given consideration. Innovative models and approaches are proposed, and several interesting speculations are offered related to the future of education. Following the discussion of theory, a number of currently used programs are described. Among them are The Baldwin Whitehall School experiment with individualized instruction in Pennsylvania, the Texarkana/Dorsett performance contract, educational TV systems in El Salvador and the Ivory Coast, an open university in Great Britain, and a systems approach to reforming Indonesian education. Several proposals for improving teacher education are included in the final section along with the mention of programs already in existence. (MS)

ED 046 650

RE 003 227

Visual Acuity of Children: United States.
Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Report No.—PHS-Pub-No-1000-Ser-11-No-101

Pub Date Feb 70

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Children, *National Surveys, *Research, *Screening Tests, Vision Tests, *Visual Acuity

National estimates based on the findings from the Health Examination Survey in 1963 to 1965 of uncorrected monocular and binocular visual acuity levels of children were studied. A nationwide sample of 7,417 children was selected to represent the approximately 24 million noninstitutionalized American children between ages 6 and 11 years. Testing was done with the Master Ortho-Rater, a commercial instrument, on all children who could read letters. Those who could not read were tested using Landolt ring charts. Nearly three-fourths of the subjects were found to have at least "normal" (20/20 or better) binocular distance vision. The proportion with defective binocular distance vision showed a remarkably consistent increase with age. At age 6, less than 1 percent tested no better than 20/100, while by age 11, the percentage had increased to nearly 8. Boys were found to have significantly better binocular visual acuity at both distance and near than girls. Binocular vision tended to exceed monocular vision at both distance and near. Finally, closer agreement was found between binocular and better monocular acuity than between the acuities for the two eyes. Tables, figures, and references are given. (Author/DE)

ED 046 651

RE 003 271

Painter, Helen W.

Poetry and Children.

Pub Date 70

Note—94p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$3.00 to members, \$4.00 to nonmembers)

Document Not Available from EDRS.

Descriptors—Children, *Elementary School Students, English Literature, Figurative Language, Literary Analysis, *Oral Reading, *Poetry, Poets, *Reading Interests

Because teachers often feel incompetent when it comes to teaching poetry, many children grow up without ever acquiring an appreciation for the words and thoughts of poets. This book, intended for teachers, contains a lucid explanation of what poetry is, bringing together several classic definitions by eminent poets and critics. Elements that make a poem a literary work are pointed out, and some of the best poems for children are used as examples. Another useful feature of this book is the clear explanation of some of the technical aspects of poetry which can provide teachers with a quick review of literary terms and a valuable format for future reference. Realistic teaching suggestions which recognize the contemporary interests of children are given. Selected references in books, bulletins, and periodicals and a bibliography of additional selected poetry are included. (Author/DH)

ED 046 652

RE 003 272

Dietrich, Dorothy M. Mathews Virginia H.
Reading and Revolution: The Role of Reading in

Today's Society. Perspectives in Reading No. 13.
International Reading Association, Newark, Del.

Pub Date 70

Note—88p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$3.00 to members, \$3.50 to nonmembers)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Basic Education, *Conference Reports, Conferences, Cultural Opportunities, Industrial Training, Paraprofessional School Personnel, *Reading, *Reading Programs, Relevance (Education), *Social Change, Social Environment, Social Influences, *Technological Advancement

Eight papers read at a joint International Reading Association (IRA) and Association of American Publishers conference in March, 1969, are included in this volume of the IRA Perspectives in Reading series. The purpose of the conference was to discuss the place of reading as a basic communication skill in an increasingly technological society. The papers chosen for this volume discuss (1) the relevance of reading in the face of social and technological revolution, (2) some specific means of meeting the reading needs of society through two kinds of reading programs—paraprofessional instructors (Women's Talent Corps) and industrial reading improvement programs (General Motors), and (3) some possible directions which reading might be expected to take with increasing societal change. Reactions to several of the papers by those attending the conference are included immediately following the papers, and the volume ends with some concluding remarks which summarize the conference. (MS)

ED 046 653

RE 003 273

Cramer, Ronald L.

Dialectology—A Behavior to be Considered in Teaching Children to Read.

Pub Date May 70

Note—15p.; Paper presented at the conference of the International Reading Association, Anaheim, Calif., May 6-9, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, Dialects, Language Development, *Language Experience Approach, Linguistics, *Nonstandard Dialects, *Reading Instruction, *Reading Materials, Reading Programs, Social Dialects

Goodman's hypothesis, that the task of learning to read is made more difficult as the divergence between the dialect of the learner and that of the material increases, raises three questions considered by the author to be central to the dialect/reading issue. The first asks what influence dialect has on acquiring reading ability; the second asks what solutions have been suggested

and explored; and the third asks what other solutions might there be which have not been attempted. The author discusses three basic alternatives which have been suggested: (1) to write initial reading materials in dialect, (2) to teach standard spoken dialect before teaching reading, and (3) to use standard materials but to accept nonstandard rendering of these materials. He then recommends as superior a fourth alternative, the language experience approach. Through such an approach, children would tell stories and the teacher would write them in dialect. This would insure that no divergence would exist between child language and materials. As facility is acquired in reading dialect materials, so would facility in reading standard materials be increased. References are included. (MS)

ED 046 654

RE 003 274

Cawley, John F. And Others

Reading and Psychomotor Disability Among Mentally Retarded and Average Children.

Connecticut Univ., Storrs. School of Education.
Spons. Agency—Connecticut Research Commission, Hartford.

Pub Date 68

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Associative Learning, Auditory Discrimination, Average Students, Elementary Grades, Intelligence Differences, Lateral Dominance, *Mentally Handicapped, *Psychomotor Skills, *Reading Ability, *Reading Research, *Reading Skills, Visual Discrimination, Visual Perception

Selected elements of reading and psychomotor characteristics among good and poor readers of divergent intellectual abilities were investigated. Four groups were selected for study: good and poor readers who were of average ability, and good and poor readers who were mentally handicapped. Approximately 160 subjects were identified for testing, and the final population was composed of 127 subjects with mental ages of about 9 years. Tests were given in the following areas: auditory discrimination, visual word discrimination, reading, visual perception, learning aptitude, visual-motor integration, associative learning, lateral dominance, and visual-motor retention. The results indicated that good and poor readers were often differentiated on measures of reading; they were infrequently differentiated on measures of psychomotor characteristics. Poor reading retarded children were substantially inferior to the other groups on measures of reading skills. The interrelationships among the measures of reading were such that it was difficult to identify specific deficits. A bibliography and tables are given. Included in the appendix is a paper entitled "Visual and Auditory Perceptual Factors in Reading." (DE)

ED 046 655

RE 003 275

Larrick, Nancy

Reading in Our Oral Language Culture.

Pub Date Apr 70

Note—15p.; Paper presented at the meeting of the Pennsylvania Educational Research Association, Pittsburgh, Pa., Apr. 29-May 1, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Language Development, Mass Media, Motivation, *Oral Communication, Reading Instruction, Reading Interests, *Recreational Reading, Student Attitudes, Verbal Communication

Although printed materials have taken over a good part of the communicative functions of language, and although book club sales show that young people read widely and frequently, still there is much to be said for the place of oral language in society. Three media which bring oral language to the young are radio, television, and record players. Teachers should plan oral language experiences utilizing these media, which have such tremendous influence on young people, rather than forcing a dichotomy between the kinds of language met in school and in other places. The acceptance by teachers of dialect, modes of expression, and particular vocabulary will put students at ease with school materials, making enjoyment of them much more likely and creating motivation toward further acquaintance with books and reading. References are included. (MS)

ED 046 656 RE 003 276

Askov, Eunice N. And Others
Development of Specific Reading Skills in Adult Education.

Pub Date Dec 70

Note—15p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Education, Adult Literacy, *Adult Reading Programs, Functional Reading, *Individualized Instruction, Literacy Education, Reading Development, *Reading Instruction, *Reading Skills, Word Recognition

In order to give attention to the varied backgrounds and experiences of individuals entering adult basic education classes, a change from the established preselected program is suggested. This new approach would center around the assessment of a student's level of development in essential reading skills, particularly of word-attack skills. Such a program would allow teachers to do a more realistic and efficient job of teaching reading to adults and would allow adults to receive instruction at levels commensurate with their needs. It is recommended that when adults enter an adult basic education course they be given tests to determine the levels of their word-attack skill development. They would then be assigned to programs designed to meet their individual needs. A scope and sequence statement of word-attack skills is presented in the appendix. (MS)

ED 046 657 RE 003 277

Rankin, Earl F.
Grade Level Interpretation of Cloze Readability Scores.

Pub Date Dec 70

Note—12p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cloze Procedure, *Elementary School Students, Informal Reading Inventory, *Readability, Reading Level, Reading Materials, *Reading Research

Two studies were conducted to investigate the use of a technique for providing a grade-level interpretation for cloze readability scores. In the first study, Bormuth's cloze-test criteria were compared with the results of the Fry and Dale-Chall readability formulae. A total of 133 students in grades 4 to 8 were required to read a 250-word passage with every fifth word deleted. The results indicated a fairly close correspondence between Bormuth's 44 percent criterion for cloze readability analysis and the readability formulae. In the second study, a method devised by the writer was used. The Informal Cloze Readability Inventory (ICRI) uses materials of unknown difficulty to be read by readers of known reading ability in order to evaluate the readability of a book. The ICRI and the Paragraph Meaning subtest of the Stanford Reading Achievement Test were given to groups of six average readers in grades 4 to 6. When cloze instructional levels were analyzed, they did not appear to be very different from the readability levels as measured by the readability formulae. It was concluded that valid readability assessments can be made using the ICRI based on a small number of subjects. References are included. (DH)

ED 046 658 RE 003 278

Jones, Daisy Marvel
Reading in the Content Areas, or This Is Not the Same as Reading a Story.

Pub Date 29 Oct 70

Note—31p.; Paper presented at the meeting of the Keystone State Reading Association, Harrisburg, Pa., Oct 29, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Content Reading, Course Organization, Directed Reading Activity, Group

Activities, Grouping (Instructional Purposes), *Individualized Instruction, *Instructional Materials, Learning Activities, *Reading Instruction, Reading Skills, Self Contained Classrooms, *Teaching Procedures, Units of Study (Subject Fields)

Effective methods and techniques for teaching reading in the content subjects are discussed. Two ways of providing for individual differences according to the materials used are described. (1) If a common textbook is used, it is suggested that the children be separated into three ability groups and the class period be sectioned to allow for working with the slow group, supervision of the other two groups, and whole class discussions. (2) For utilizing a variety of materials, suggestions are given for organization of the materials and the class and activities involved in the steps of recognizing background information, identifying the problem, collecting information, organizing information, and sharing information. A consideration of whose responsibility it is to teach content reading skills—the subject teacher or the reading teacher—concludes that the reading teacher is primarily responsible because the task involves reading learnings rather than science, mathematics, or social studies learnings. The subject-area teacher is thus freed to plan her strategies for accomplishing her task which is to help the child get the information. (DH)

ED 046 659 RE 003 279

Wilcox, Margaret R.
Auditory Discrimination, Dialect and Reading Achievement.

California Univ., Berkeley.

Pub Date May 69

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Discrimination, *Elementary School Students, Grade 2, Grade 4, Language Research, *Negro Dialects, *Reading Ability, *Reading Research, Standard Spoken Usage

The relationships between Southern Negro dialect exposure, age, reading ability, and auditory discrimination were studied. The subjects were 112 students randomly selected from grades 2 and 4 from two elementary schools in Richmond and Martinez, California. The predominant speech pattern at one school was Southern Negro dialect; at the other school, Standard English. The Wepman Auditory Discrimination Test as recorded by a dialect speaker and a Standard English speaker was administered. The results indicated a significant relationship between auditory discrimination and age and between auditory discrimination and reading ability. The subjects who were exposed primarily to Standard English had significantly fewer errors in discriminating word pairs pronounced in Standard English as well as those pronounced in Southern Negro dialect. This superior performance by the Standard English sample was interpreted as suggesting that familiarity with the speech pattern context of the presentation was not a significant factor in phonemic auditory discrimination ability. Tables and references are given. (Author/DE)

ED 046 660 RE 003 280

Heyman, Marjorie Rowe
Testing Word Recognition as a Function of Learning Modality.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Pub Date Jun 70

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Learning, *Grade 1, Kinesthetic Perception, *Learning, *Reading Research, *Sensory Training, Tactile Visual Tests, Test Construction, Visual Learning, *Word Recognition

Training in word recognition based on a child's dominant sensory modality (visual, auditory, or kinesthetic) was compared with training based on nondominant modality. Twenty-five first-grade children with no prior instruction in reading were given visual, auditory, and kinesthetic modalities tests and a pretest of recognition of the words used in the experimental training. In addition, all subjects experienced three 1-week experimental training periods, one for each modality, with each period including tests of immediate and delayed recall of words taught. Due to the lack of any available suitable group learning-modalities test, the author developed one which proved to be un-

reliable. However, further analysis indicated that the experimental training test procedure was actually itself a reliable learning-modalities test. Author-made tests, tables, and references are given. (Author/DE)

ED 046 661 RE 003 281

Keiser, Ruth H.
Some Relationships between Concept Formation and Reading Achievement.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Pub Date Jan 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Formation, Correlation, *Grade 7, Reading Ability, *Reading Achievement, *Reading Difficulty, *Reading Research

The relationships between reading scores of seventh-grade readers and their scores on the Zaslou Concept Formation Test were studied. The Gates-MacGinitie Reading Test and Tests of General Ability scores were obtained from school records on 118 students of which 32 were considered high-scoring readers (upper 27 percent) and 32 low-scoring readers (lower 27 percent). The Zaslou Concept Formation Test was administered to all 64 subjects individually over a 4-day period. The results indicated the following:

(1) There was no difference between the upper and lower groups in their ability to understand the continuum on Phase A of the Zaslou test; there was some difference between the two groups when comprehension of the continuum was related to task structure. (2) There was a significant positive relationship between reading achievement and error scores as well as between IQ and error scores on the Zaslou test. (3) There was no measurable relationship between reading achievement scores and width and consistency of concepts. The author concluded that the findings essentially corroborate other concept-formation studies in that there are some relationships between abilities to read and conceptualize in children about 12 years of age. Tables and a bibliography are given. (Author/DE)

ED 046 662 RE 003 282

Fry, Edward
A Classification of Factors Affecting Reading Performance.

Pub Date 5 Dec 70

Note—20p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classification, Factor Structure, Learning Characteristics, *Reading, *Reading Instruction, *Reading Processes, *Taxonomy

A classification of factors that go into the complex process of reading or learning to read is presented. These factors are listed in outline format under the following sections: (1) sensory input, (2) mediating activity, (3) response, (4) reward and/or motivation, (5) knowledge of results, (6) reward variations, (7) rate of reading, (8) practice and review, (9) readability, (10) reading content, (11) subject matter organization, (12) supplementary presentations, (13) classroom environment, (14) the lesson, (15) individual differences, (16) environmental influence and previous learning, (17) measurement of reading ability, and (18) training efficiency. Each factor is further subclassified and discussed. (DE)

ED 046 663 RE 003 283

Wark, David M.
Relaxation and Desensitization in Study Behavior Modification.

Pub Date 2 Dec 70

Note—8p.; Paper presented at the National Reading Conference Workshop on College Reading and Study Skills, St. Petersburg, Fla., Dec. 2, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, *Adult Reading Programs, Behavioral Science Research,

*Behavior Change, Behavior Development, *Performance Criteria, *Reading Achievement, *Student Behavior

Individual contracts between the student and instructor are used as a means of modifying behavior in reading and study situations. Desirable behavior is described, and suitable performances of such behavior are outlined. Adult students agree to attempt to modify their behavior during a designated amount of time in order to meet their contracts. The rationale for such a program is that an individual can best modify his behavior when he knows what he is to do, when he is relaxed and free from stress, and when he finds the changes he is asked to make to be personally desirable. It is hoped that such a process might combat the disenchantment with classroom activity which is often a cause of failure. Graphs and references are included. (MS)

ED 046 664

RE 003 284

Connors, George C.

A Comparison of General and Specific Reading Skills as Related to American History Achievement at the Eleventh-Grade Level.

Pub Date Jan 71

Note—66p.; M. Ed. Thesis, Rutgers, The State University, New Brunswick, N. J.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *American History, *Content Reading, Correlation, Grade 11, High Achievers, Low Achievers, Reading Achievement, Reading Comprehension, *Reading Research, *Reading Skills, *Reading Tests, Vocabulary Skills

Whether vocabulary and comprehension skills as measured by a content reading test were more related to achievement than the same skills as measured by general tests was investigated. The subjects were 140 high-school juniors. Also, whether or not there was a significant difference between high and low achievers in the skills measured was assessed using 31 high and 39 low achievers. The author-constructed American History Reading Test was used to measure vocabulary and comprehension skills in the content areas and was compared to the same skills as measured by the Nelson-Denny Reading Test, the Davis Reading Test, and a history achievement test. The total scores of the American History Reading Test were found to correlate higher with history achievement than did the scores of the general reading tests. All the subscores were also closely related to achievement than the general reading scores with the exception of reading for inference. A significant difference was found between the high and low achievers in all the skills measured with the exception of reading for main ideas and reading for inference. It was concluded that a specialized vocabulary of historical terms was highly related to history achievement. References and graphs are given. (Author/DE)

ED 046 665

RE 003 285

Follman, John And Others

Correlational and Factor Analysis of Critical Reading and Critical Thinking—Twelfth Grade.

Pub Date Dec 70

Note—12p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Correlation, *Critical Reading, *Critical Thinking, Factor Analysis, *Grade 12, Intelligence Tests, Reading Research, *Reading Tests, Thought Processes, Verbal Ability

To provide empirical data from which inferences could be made about the definition of critical reading and also the relationship between critical reading and critical thinking were the main objectives of this study. The Reading Comprehension Test; the Test of Critical Thinking, Form G; the Nelson-Denny Reading Test, Form A; and the Lorge-Thordike Intelligence Tests were administered to 57 twelfth-grade students at Robinson High School, Tampa, Florida. The subjects had already taken the Florida Statewide Twelfth Grade Tests. Factor analysis of the subtests indicated a general factor with substantial language variance, a critical reading factor, a nonverbal factor, and several small critical thinking and language factors. Rotation sharpened the

factors indicated in the factor analysis. The general factor became a strong group verbal language factor, particularly vocabulary. The critical reading factor consisting of all critical reading subtests and three critical thinking subtests was sharpened. Several other small factors were identified. It was concluded that critical reading overlaps substantially with reading, thinking, and language activities, particularly vocabulary. It was also concluded that there is considerable overlap between critical reading and critical thinking. Tables and references are given. (Author/DE)

ED 046 666

RE 003 286

Follman, John And Others

Psychometric Analysis of Critical Reading and Critical Thinking Tests—Twelfth Grade.

Pub Date Dec 70

Note—9p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Critical Reading, *Critical Thinking, Factor Analysis, Grade 12, *Psychometrics, Reading Research, *Reading Tests, *Test Reliability, Test Validity, Thought Processes

Psychometric characteristics and factor structure of the Reading Comprehension Test (CR) and the Test of Critical Thinking, Form G (CT) were studied in an effort to determine basic dimensions of critical reading and critical thinking and to discover the relationship between these two. The two tests were administered to 57 Florida high-school seniors. Total test score reliability estimates were .88 and .92 for CR and .86 and .87 for CT. Factor analysis indicated that the tests measured separate skills. It was concluded that (1) both tests are psychometrically sound, (2) CR represents a relatively homogeneous underlying variable while CT represents a number of different variables, (3) critical reading is a thinking ability involving judgment of materials and critical thinking is less clearly defined and includes judgments of how conclusions are reached, and (4) critical reading and critical thinking as represented by the tests studied overlap only moderately. References are included. (Author/MS)

ED 046 667

RE 003 287

Follman, John And Others

Canonical and Partial Correlation of Critical Reading/Critical Thinking Test Scores—Twelfth Grade.

Pub Date Dec 70

Note—6p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 2-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, *Correlation, *Critical Reading, *Critical Thinking, Factor Analysis, *Grade 12, Intelligence Tests, Reading Research, *Reading Tests, Thought Processes, Verbal Ability

The definition of critical reading and also the relationship between critical reading and critical thinking, reading, and scholastic aptitude and achievement tests were investigated. The Reading Comprehension Test; Test of Critical Thinking, Form G; Nelson-Denny Reading Test, Form A; Lorge-Thordike Intelligence Tests, Form A; and Florida Statewide Twelfth Grade Tests were administered to twelfth-grade students in Robinson High School, Hillsborough County, Florida. Critical reading and critical thinking correlated low when verbal intelligence was partialled out, and moderately when IQ total, reading vocabulary, reading total, reading index, respectively were partialled out. When both intelligence and reading were removed in second-order partials, the correlations between critical reading and critical thinking were low. The canonical correlations were all in excess of .67 between four sets of subtests: critical reading, critical thinking, reading, and reading and verbal and achievement. It was concluded that critical reading/critical thinking may exist as a thinking activity, but that critical

reading/critical thinking overlaps strongly with verbal ability to such an extent that verbal ability may account for critical reading/critical thinking. References are given. (Author/DE)

ED 046 668

RE 003 288

Taschow, Horst G.

Using the Visual-Auditory-Kinesthetic-Tactile Technique to Solve Spelling Problems in Elementary and Secondary Classrooms.

Saskatchewan Univ., Regina.

Pub Date Dec 70

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, *Aural Learning, Elementary School Students, Kinesthetic Methods, Kinesthetic Perception, *Learning Processes, *Reading Instruction, Secondary School Students, Spelling, *Spelling Instruction, Tactile Perception, *Visual Learning, Visual Perception

Deficiencies in spelling ability are present in varying degrees among elementary and secondary school students. Often these deficiencies are accompanied by related reading difficulties. As a means of combating spelling difficulties and thereby also of combating reading difficulties, it is suggested that the visual-auditory-kinesthetic-tactile (VAKT) approach be used in learning to spell. Originally designed by Grace Fernald, the method provides multimedia exposure through sight, hearing, and touching. Six steps to be followed in using the VAKT method are (1) inspect the whole word to be learned, (2) pronounce or enunciate the whole word, (3) write the whole word while pronouncing each syllable, (4) dot the "i's" and cross the "t's" in the left to right sequence, (5) pronounce each syllable and underline it, and (6) pronounce the whole word again. Reports of the use of the VAKT method seem to indicate that it is a valuable means of learning to spell and that its value might well transfer to other reading skills. References are included. (MS)

ED 046 669

RE 003 289

Taschow, Horst G.

Reading in the Subject Matter Areas.

Saskatchewan Univ., Regina.

Pub Date Dec 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Content Reading, *Reading Instruction, *Reading Readiness, *Reading Skills, Teacher Role, *Vocabulary Development

Content-area reading begins in grade 1 and is a gradual and continuous development of the reading skills through the grades and beyond. For the student to gain proficiency in this difficult and complex art, theoretical suggestions paired with actual classroom samples in content-area instruction are illustrated for the content-area teacher's use. For the content-area teacher, the essential factors and their relationships and interrelationships as well as their influences toward student success or failure in content-area reading-learning instruction are discussed. It is hoped by the author that when such an approach is more widely followed by the content-area teachers our young people will more readily appreciate and enjoy the act of reading and its results. Topics presented in this paper include the following: a definition of reading, reading and subject matter, reading readiness, background experiences, general and special vocabulary, setting purposes, and instructional reading levels. References are given. (Author/DE)

ED 046 670

RE 003 290

Taschow, Horst G.

Reading in Mathematics.

Saskatchewan Univ., Regina.

Pub Date Dec 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Mathematics, Content Reading, Directed Reading Activity, Mathematical Vocabulary, *Mathematics Instruction, *Reading Instruction, *Secondary School Mathematics, Symbols (Mathematics)

Difficulties inherent in the reading of mathematics at secondary and college levels are discussed. Special emphasis is placed on the reading of arithmetic numerals, literal numbers, operational symbols, and expressions of relationships, as well as the reading of technical vocabularies and specialized meanings of general words.

While each mathematical field has its own symbolization and terminology or shares those with others, they may already be or may become at the same time obstacles toward efficient reading in that content field. To seek remediation and, ultimately, prevention of mathematical reading inefficiencies, a Group Informal Reading Inventory, a visual-auditory-kinesthetic-tactile approach, and a Directed Reading Activity (DRA) are recommended. In addition, a complete DRA lesson (including readiness, guided silent reading, questions, oral rereading, and application) featuring a specific algebraic problem is presented in order to demonstrate its use in a classroom setting. References are given. (Author/DE)

ED 046 671 40 RE 003 292

Graubard, Paul S. And Others
An Investigation Into the Use of Indigenous Grouping as the Reinforcing Agent in Teaching Maladjusted Boys to Read. Final Report.

Yeshiva Univ., New York, N.Y. School of Education and Community Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-8-0174

Pub Date Jun 70

Grant—OEG-8-08174-4353

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Behavior Change, *Behavior Rating Scales, Emotionally Disturbed, Group Behavior, Maladjustment, Males, Peer Groups, *Peer Relationship, Positive Reinforcement, *Reading Achievement, Reading Instruction, *Reinforcement, Socially Deviant Behavior

An effort was made to assess the relative effectiveness of different reinforcement systems versus traditional teaching with maladjusted boys. The subjects were 60 boys in grades 6 and 7 who participated during language arts classes, but total data were gathered on 26 boys. The boys had histories of aggressive behavior and language problems. Treatment consisted of the systematic application of reinforcement principles, including the use of peer-group reinforcement. The subjects were observed for 10 seconds at the first minute of every 5 minutes using a behavior problem checklist designed for the study. Their reactions to group and individual reinforcements were noted and compared to reading achievement. Among the findings were that subjects improved consistently in appropriate social behavior and in most cases group reinforcement proved superior to individually distributed reinforcers. Significant correlations were obtained between characteristics measured by the checklist, academic gains, and social behavior. Tables and a bibliography are included. (MS)

ED 046 672 RE 003 293

O'Brien, Patti

An Informal Reading Inventory—A New Approach.

Pub Date May 70

Note—13p.; Paper presented at the International Reading Association convention, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grade 2, Grade 4, *Informal Reading Inventory, *Reading Diagnosis, *Reading Level

The idea of using the informal reading inventory (IRI) as a diagnostic instrument for placing children in their basal texts is a sound one. Traditional IRI's, however, based on random selection of passages from texts, tend to give inaccurate placements for children. This happens because the text pages do not always contain enough new words to sample the child's ability to handle that grade level's vocabulary. Therefore, a new method of devising an IRI is suggested in which new words are taken from the text and incorporated into an original paragraph. To discover the usefulness of this procedure, a traditional IRI and one based on the new method were administered to 10 second graders and 10 fourth graders. The Gray Oral Reading Test was also given. The results indicated that the new IRI (1) presented fewer total number of words per selection, with more new words in each; (2) required fewer selections to be read; and (3) gave an instructional-level score in 10 cases lower than the traditional IRI. Both inventories gave lower instructional scores than did the Gray Oral Reading Test. The issue that still remains for further investigation is the accuracy of placement. Tables and references are included. (Author/DH)

vestigation is the accuracy of placement. Tables and references are included. (Author/DH)

ED 046 673 RE 003 296

Maroon, Samuel And Others

Text Organization and Its Relationship to Children's Comprehension.

Pub Date Feb 71

Note—13p.; Paper presented at the conference of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discourse Analysis, *Elementary School Students, *Language Patterns, Learning Processes, Lower Class Students, Middle Class, *Reading Comprehension, *Reading Research, Serial Learning, *Structural Analysis

With comprehension defined as the ability to specify the relationship between two items, an investigation was conducted to determine the ability of children to relate ideas from several sentences to arrive at answers to questions. This study was a replication of a previous study in which inner-city children participated. In contrast, the subjects were 48 upper-middle-class children in grades 2, 4, and 6. The materials used were three constructed stories in which the sentences were sequenced in three ways: concept organization, attribute organization, or scrambled organization. Below each story were five problem statements typed in a forward order or a backward order. The Newman-Keuls Test was used to multiple comparisons at the .05 level. It was found that (1) children in grade 6 differed significantly from the younger children on percent of correct response; (2) scrambled text differed from the other two; (3) forward and backward order was not significant; and (4) when problems required only one sentence, the responses were significantly higher. In addition, it was noted that the scores for these subjects were substantially higher than those for the lower-class children in the former study. References are included. (DH)

ED 046 674 RE 003 298

Meredith, William V. Banks, Thomas M.

A Study of the Reading Center Program for the 1969-70 School Year.

Broward County School Board, Fort Lauderdale, Fla.

Report No.—R-36

Pub Date Sep 70

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Behavior Rating Scales, Developmental Reading, Elementary School Students, Grade 3, *Individual Characteristics, *Program Evaluation, *Reading Achievement, *Reading Centers, Reading Clinics, Reading Instruction, *Remedial Reading Programs

Evaluation of the 1960-70 program of a reading center originally begun in 1966 with ES-EA/Title I funds was conducted for three purposes: (1) to determine the extent to which participation in the remedial and developmental program resulted in improved reading skills, (2) to discover trends in achievement gain as related to differing lengths of treatment, and (3) to explore the relationship between personality characteristics and length of time in the center. The Gates-MacGinitie Reading Tests and a Behavior Inventory Rating were administered to 171 students in grade 3 who were involved in reading center activities. Conclusions were that (1) the children made significant achievement gains as a result of participation in reading center activities, (2) the children who needed the most help spent the longest time in the center, and (3) the children with more desirable personality traits were likely to remain at the center longer than children with less desirable traits. It was recommended that the relationship of length of time at the center and degree of achievement gain should be studied further, concentrating on determining optimal time allocations for various types of pupils. Tables and the Behavior Inventory Rating Sheet are included. (MS)

ED 046 675 RE 003 301

Ruddell, Robert B. Williams Arthur

Reading Achievement in California: Miracle or Mirage?

California Univ., Berkeley.

Pub Date Jan 70

Note—22p.; Testimony prepared for the State Assembly Committee on Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Curriculum Evaluation, Elementary Education, *Elementary Grades, Evaluation, Program Evaluation, *Reading Achievement, *Reading Instruction, Reading Tests, State Departments of Education, *State Surveys, Teacher Education, Testing, Test Interpretation

Reading achievement of elementary school children in California has been measured by several separate studies, not all of which appear to present compatible results. This study of three assessments contained in the Miller-Unruh Report analyzes their purposes, methods, results, and recommendations in an effort to produce some way to arrive at an accurate picture of the reading achievement level in the state. The analyses of assessment studies indicated that inadequacies in methods, discrepancies in data collection, and differences in reporting techniques were largely responsible for the various results. A number of recommendations are made for application in future assessments and for improving reading instruction. These were directed at greater teacher preparedness, fuller understandings of what ought to be measured, more comprehensive and more uniform reporting of subtest scores as well as total test scores across grade levels and school districts, and increased financial support for experimental programs. Tables and references are included. (MS)

ED 046 676 RE 003 302

Kerstiens, Gene, Comp.

Junior-Community College Reading/Study Skills. An Annotated Bibliography.

Pub Date Nov 70

Note—45p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$0.50 to members, \$0.75 to nonmembers)

Document No. Available from EDRS.

Descriptors—*Annotated Bibliographies, Community Colleges, *Junior Colleges, Reading Centers, *Reading Instruction, *Reading Programs, Study Centers, *Study Skills

This bibliography is limited to pertinent studies and prescriptions based on junior and community college populations and to literature addressed to the junior-college audience interested in the improvement of reading and study skills. Included are sections on program prescriptions; program descriptions; program evaluation; status and reaction surveys; centers and other facilities; methods and techniques; and testing, materials, and other areas. Each section includes a number of entries from journal literature, books, conference proceedings, dissertations, and other sources. Informative annotations and complete citation information are included for each entry. (MS)

ED 046 677 RE 003 305

Fay, Leo, Comp.

Organization and Administration of School Reading Programs. A Bibliography in the Reading Research Profiles Series.

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Pub Date Jan 71

Note—63p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$1.00 to members, \$1.50 to nonmembers)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Reading Programs, *Annotated Bibliographies, Class Management, *Class Organization, Grouping (Instructional Purposes), Preschool Programs, Program Administration, *Reading Programs, Reading Research, *School Administration, *School Organization, Special Programs, Summer Programs, Teacher Qualifications, Team Teaching

A large body of research literature is made available through this bibliography to teachers, administrators, and others who are concerned with school reading programs. It contains citations and annotations for research reports on four general aspects: school organization, classroom organization, administrative and supervisory policies, and organization and administration of special school programs and services. The effects of various types of school organization on reading are studied in documents included in Part 1. Class grouping methods and utilization plans are the focus of some of these documents. Specific means of ordering instruction within a classroom are discussed in documents in Part 2. Individual and innovative plans are often compared to other

more traditional procedures. Part 3 contains studies of policies and practices determining school-wide concerns as class and curriculum scheduling, enrollment, and teacher qualifications and supervision. New and proven special programs designed for specific age and ability groups are the subject of documents in Part 4. Included are summer school and correspondence programs. The studies cover the years 1950 to 1969 and were taken from ERIC/CRIER's data base. A description of the basic references that compose this data base and a list of ERIC/CRIER publications are included. (Author/DH)

ED 046 678 24 RE 003 306

Coleman, E. B. And Others
Collecting a Data Base for a Reading Technology.
Texas Univ., Austin.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-0279

Pub Date Jan 71

Grant—OEG-7-9-520279-0122(010)

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, Data Bases, *Educational Technology, Language Research, Phonics, *Preschool Children, *Reading Research, Reading Skills, *Scientific Methodology, Structural Analysis, *Verbal Learning

A model for transforming data from verbal learning experiments into tables useful to an educational technician was developed, based on a similar one for scientific agriculture. The necessary data were obtained through two experiments replicated upon relevant populations. In the first study, a series of free-recall experiments were performed using the 1,000 most frequently used words as stimuli and 87 five-year-old children as subjects. These experiments provided a scaling of common words according to response availability which could be used in conjunction with measures of stimulus discriminability to select an optimum list of words to teach look-and-say learning. The second study was comprised of two experiments of a series to determine the optimum list for teaching phonic blendings. In the first experiment, 287 two-phoneme syllables were blended by 17 preschool children. In the second experiment, six groups of 20 preschool children received training with vowel-consonant and consonant-vowel blends presented in various orders. Tables, a rank ordering of words according to ease of recall, and references are included. (Author/DH)

ED 046 679 RE 003 307

Fruse, Lawrence T. Washington, Ernest D.
Children's Ability to Comprehend Text.

Bell Telephone Labs., Inc., Murray Hill, N.J.

Learning and Instructional Processes.

Pub Date 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comprehension, Elementary School Students, Perception, *Reading Comprehension, *Reading Processes, *Reading Research, Sentence Structure, *Syntax

The perception of proximal relationships (directly stated in a sentence) or remote relationships (requiring sentences to be combined) in reading materials was studied to see whether children have the same difficulties in detecting the relationships as do adults. The subjects were 22 children from grades 2, 4, and 5 who were given stories to read and then were asked to answer five problem statements about the stories. It was found that children do indeed have difficulties similar to those of adults, that errors increased sharply if more than one sentence had to be processed, that ability to detect both proximal and remote relationships increased with age, and that textual organization made comprehension of relationships easier. References are included. (MS)

ED 046 680 RE 003 308

Coleman, E. B.
Management Plan for a National Effort in Reading.

Pub Date Feb 71

Note—41p.; Paper presented at the conference of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

Available from—Hellmuth, Jerome. "Annual Progress in Reading-1970." (Bainbridge Island, Wash.: Bruner-Mazel, in press)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, Educational Technology, Educational Television, *Instructional Innovation, *Instructional Television, *Program Development, Program Proposals, Reading Research, *Research and Development Centers, Research Methodology, Sequential Approach

A model for educational research and development is presented which, like an agricultural experiment station, would exist to interpret research findings, translating them into usable form. Allocations of funds would be made so that the bulk of the funds would go to the actual utilization levels. A plan for using such educational stations is proposed using television as a means of raising learning capacity by teaching printed language skills to young children. Researchers would focus on systematically deciding what words to present and what sequence to use. Animated cartoons would be broadcast in which children would see picture stories with words incorporated. Such a program would allow translation of research findings to a user level and would capitalize on the advantages of television as a learning mechanism. Very young children would be exposed to the printed word and might well be expected to assimilate reading as easily as they do speaking. Examples of cartoons, a flow chart for developing a reading technology, and references are included. (MS)

ED 046 681 24 RE 003 381

Barclay, D. J., Ed.

Notes on the Future of Education. Volume II,
Issue 1, Fall 1970.

Educational Policy Research Center, Syracuse,
N.Y.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No—BR-7-0996

Pub Date 70

Contract—OEC-1-7-070996-4253

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Educational Policy, *Illiteracy, *Literacy Education, *Policy Formation, Program Development, *Reading Ability, Reading Difficulty, Reading Programs

The three position papers included in this publication are concerned with the broad area of illiteracy, with each individual paper presenting a specific point of view. The first paper, "The Costs of Illiteracy," discusses several complex relationships between illiteracy and its economic consequences for the illiterate citizen and for the country. The second paper, "An Attack on Reading Disability: Some Policy Issues and Suggestions," examines the inability of schools to successfully educate all children and concludes that attention must be given to the development of more insightful policy before new programs will be successful. The third paper, "Breaking the Cycle of Illiteracy: Focus on Adults," argues that solutions to the problem depend on its definition in terms of the group to be served and in terms of the adequate designation of goals. While some differences in viewpoint exist in the papers, the editors concur with the statement that policy must be formulated before programs are developed if programs are to be based on understanding and are to be successful. (MS)

ED 046 682 24 RE 003 385

Samuels, S. Jay

An Experimental Program for Teaching Letter
Names of the Alphabet.

Minnesota Univ., Minneapolis.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-9-F-009

Pub Date 70

Contract—OEC-6-9-009009-0062

Note—49p.

EDRS Price MF-\$0.69 HC-\$3.29

Descriptors—*Alphabets, Discrimination Learning, Kindergarten Children, *Letters (Alphabet), Readiness, *Reading Readiness, *Reading Research, Teaching Methods, Teaching Procedures, *Visual Discrimination, Word Recognition

A laboratory and a classroom study were conducted to determine if verbal association learning would be facilitated by visual discrimination training. Kindergarten children who could not recognize the letters used were the subjects for both studies. In the laboratory study, 90 subjects

were randomly assigned to the experimental group (E) which got visual discrimination training focusing attention on distinctive features of letters b, d, p, and q; to control group one (C-1) which got visual discrimination training without attention to distinctive features; or to control group two (C-2) which was exposed to the same materials but not to the training. The results indicated that group E learned letter names significantly better than did either of the control people. In the classroom study, 203 subjects were randomly assigned to groups as before. Instruction consisted of giving visual discrimination training, letter-name training, and workbook exercises in which groups E and C-1 were required to match letters and group C-2 matched geometric shapes. No significant differences were noted for any of the groups. It was concluded that while the theoretical rationale was sound, classroom procedure was at fault in the second study. Tables, sample materials, and a bibliography are included. (Author/MS)

SE

ED 046 683

SE 008 163

Meyer, G. R.

Pupils' Reactions to Trial Editions of Nuffield 'O'-
Level Science Materials in 1966.

Macquarie Univ., North Ryde (Australia).

Spons Agency—Nuffield Foundation, London
(England).

Pub Date Jan 69

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Biology, Chemistry,
*Curriculum, *Evaluation, *Interests, Physics,
*Secondary School Science, Student Science
Interests

Identifiers—England

Scientific attitudes and interests of fifth form students who had had at least two years of experimental Nuffield O-Level courses in biology, physics, and chemistry were compared with those of equivalent students studying traditional courses. The author-developed tests contained Likert-type items measuring interests in science, attitudes to the teaching of science in particular schools, scientific thinking and attitudes, interests in scientific hobby or leisure activities, interest in solving problems by practical activity rather than appeal to authority, and interest in science as a body of facts. The major statistically significant results were as follows. The Nuffield Programs: (1) improved scientific interests and attitudes of girls, but not boys; (2) increased interest in empiricism and science as a leisure activity, but not in scientific facts; (3) did not transfer interest in facts to other disciplines; (4) caused a decline in interest in fine-arts and literature; (5) caused a loss of scientific interest by male physics students; (6) over-emphasized inquiry; and (7) caused an overall improvement in scientific thinking. Hypotheses to explain the findings were made. (AL)

ED 046 684

SE 008 372

Linsky, Ronald B. Schnitzer, Ronald L.

Teachers Guide.

Orange County Dept. of Education, Santa Ana,
Calif.

Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washing-
ton, D.C.

Pub Date Oct 69

Note—244p.

Available from—ERIC Information Analysis
Center for Science and Mathematics Educa-
tion, 1460 West Lane Ave., Columbus, Ohio
43221 (Loan)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Instruction,
Laboratory Procedures, *Marine Biology,
*Oceanology, Pollution, *Science Activities,
Secondary School Science, *Teaching Guides

Identifiers—ESEA Title III

This guide provides teachers with copies of the materials given to students participating in the oceanography program of the Orange County Floating Laboratory Program and provides information concerning colleges and universities offering courses in oceanography and marine science, source of films, and sources of publications concerning the Navy's ocean research program.

There are three bibliographies: pollution (mainly pesticides and urban air pollution), marine science articles appearing in "Scientific American" from 1948 through 1969, and a general list of books and periodical articles on marine science, with an emphasis on marine biology. The student materials include instructions for operating sampling equipment and taking measurements of the physical characteristics of sea water, pictorial keys to fish and plants commonly taken on board the floating laboratory, and school laboratory exercises related to the activities conducted on board. Notes for teachers have been added to the laboratory exercises. This work was prepared under an ESEA Title III contract. [Not available due to marginal legibility of original document.] (AL)

ED 046 685 SE 008 958

Ewald, William R., Jr.
Environment and Change, The Next Fifty Years.
American Inst. of Planners, Washington, D.C.
Pub Date 68
Note—408p.

Available from—Indiana University Press, 10th and Morton Streets, Bloomington, Ind. 47401 (Paper \$4.95, Cloth \$10.00)

Document Not Available from EDRS.

Descriptors—*City Planning, *Environment, Environmental Influences, *Growth Patterns, *Social Change, *Social Planning, Social Sciences, Sociocultural Patterns, Technology, Urban Environment

As the second of three volumes published in connection with the American Institute of Planners' two-year study program, this book offers realistic goals toward which urban planning must direct itself if human society is to fulfill its need and capability for advancement. It stresses the fact that the nation can no longer afford the haphazard urban planning policies of the past that have allowed land and resources to be wasted and have deprived people of amenities, services, and conveniences. Part I is entitled *Creating the Future Environment* and includes the future of man, the arts in modern society, and the roles of the spirit and technology in creating the future environment. Part II is *A Future Filled With Change* and discusses how technology will shape the future, an effective society, and planning with people. Prologue to the Future is Part III dealing with the culture of urban America, and a resume of planning accomplishments in the U.S. Part IV considers the Future American Society and the Future Role of the Individual emphasizing the development of administrative and political planning in America, the necessity and difficulty of planning the future society, and individuals in a collective society. Ending with Part V, *The Context of the Future: Youth Technology, and the World*, topics covered include technology and the underdeveloped world, and the mood for development. (BL)

ED 046 686 SE 008 959

Ewald, William R., Jr.
Environment and Policy, The Next Fifty Years.
American Inst. of Planners, Washington, D.C.
Pub Date 68
Note—467p.

Available from—Indiana University Press, 10th and Morton Streets, Bloomington, Ind. 47401 (Paper \$4.95, Cloth \$10.00)

Document Not Available from EDRS.

Descriptors—City Planning, *Development, *Environment, Environmental Influences, *Policy, Social Planning, *Social Sciences, Socioeconomic Influences, *Urban Areas, Urban Environment

This is the third of three volumes published as a part of the American Institute of Planners' two-year consultation on "the next fifty years." Leaders in the fields of education, government, medicine, planning, civil rights, transportation, and conservation discuss their expectations for urban planning in regard to the urban crisis and specify steps to be taken by 1970, 1980, 2000, and 2017 to achieve man's optimum environment and coordination of forces that produce the modern city. They attempt to delineate the essential plans to be made in order to implement programs conceived, to personally involve the greatest number of people, and to specify the leadership required. Each contributor discusses the implications of his recommendations at the world, national, regional, and local levels, as well as the professional expertise that will be needed

to carry them out. Although emphasis is placed on steps to be taken in urban areas, recommendations are also presented for rural areas, small towns, wilderness, and open beach areas. Topics covered include minority groups; improved education; health and leisure; the contributions of urban form, transportation, and housing to a new standard of life; a national policy for development; and new institutions to serve the individual. (BL)

ED 046 687 SE 008 960

Ewald, William R., Jr.
Environment for Man, The Next Fifty Years.
American Inst. of Planners, Washington, D.C.
Pub Date 67
Note—318p.

Available from—Indiana University Press, 10th and Morton Streets, Bloomington, Ind. 47401 (Paper \$2.95, Cloth \$6.95)

Document Not Available from EDRS.

Descriptors—*City Planning, *Environment, Environmental Influences, *Metropolitan Areas, Social Planning, *Social Sciences, Sociocultural Patterns, Sociology, Urban Environment, *Urbanization

This volume is the first of three publications emanating from the American Institute of Planners' nationwide campaign to encourage study and public education on "the future environment of a democracy." Experts in many areas scrutinize the psychological, physiological, and social needs of modern man in an attempt to discover the kind of environment he requires to realize his full potentialities as a human being. Scientists, social scientists, architects, and community leaders provide an over-all view of the present trends in an increasingly urbanized society, and work toward the identification of an optimum environment, as distinguished from one that merely meets certain requirements. This concept includes, but goes far beyond, traditional aspects of city planning, such as architecture, zoning, traffic control, and abatement of air and water pollution. Topics covered include the limitations and potentials of man's adaptation to environment in determining human traits; the role of ethics in planning, politics, and social theory; the city as a mechanism for sustaining human contact; future trends in the form and structure of metropolitan areas; what science, both social and physical, can contribute to planning; how aerospace systems technology can be utilized in the creation of environment; and the role of large-scale enterprise in the creation of a better environment. (BL)

ED 046 688 SE 008 963

Labahn, William F. Good, Dale W.
Designs for In-Service Science Training, Summer Science 1968.

Elk Grove Training and Development Center, Arlington Heights, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 68

Note—118p.

Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Ave., Columbus, Ohio 43221 (Loan)

Document Not Available from EDRS.

Descriptors—*Elementary School Science, Gifted, Inservice Teacher Education, *Instruction, Interaction Process Analysis, *Program Descriptions, *Secondary School Science, *Summer Institutes, *Teacher Education Identifiers—ESEA Title III

A summer program for teachers of K-12 science is described, with examples of the activities provided. The emphasis was on developing an inquiry-type technique for use with gifted children, and classroom activities using a variety of published programs. "Elementary Science Study," "Introductory Physical Science," and "Science: A Modern Approach," are among those described. Procedures used to instruct participants in the use of interaction analysis are described, and staff evaluations of the program are made. Reported are comments by children from classes taught by staff and participants. Appendices list the participants, reproduce preliminary information provided to applicants, provide details of sample training lessons, estimate the cost of the summer program, list suitable available science materials and provide a bibliography related to the analysis of teaching, learning theory, and teaching the

gifted. This work was prepared under an ESEA Title III contract. [Not available due to marginal legibility of original document.] (AL)

ED 046 689 SE 009 063

Darnell, Reznear M. And Others
Education, Learning, and Communications, Ecology and the Undergraduate Curriculum, Session I.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Dec 69

Note—2 tapes; Papers presented at the Meeting of the American Association for the Advancement of Science (136th, Boston, Massachusetts, December, 1969)

Available from—American Assoc. for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 (Audiotapes)

Document Not Available from EDRS.

Descriptors—*Conference Reports, Conservation Education, *Ecology, *Environmental Education, *Natural Resources, Program Content, Program Descriptions, *Symposia, Tape Recordings

This set of two audio cassette tapes was recorded at the 1969 AAAS meeting on Ecology and the undergraduate curriculum. Four papers were presented each followed by a question and answer session. Dr. Darnell presented a paper titled "The New Ecology." The paper outlined the historical roots of ecology and defined the new perspectives of ecology, namely, systems ecology. The second speaker, Dr. Bovbjerg, presented a paper titled "Ecology as a Primary Discipline of the Biological Sciences." The speaker addressed himself to two main issues (1) Does ecology have a unique position in biology and could omitting it be a deprivation in the training of young biologists? (2) How pervasive is ecology? Dr. Korman's paper, presented by Dr. Darnell, was titled "Ecology and the Environment." The paper defended the position that a new environmental ethic must prevail before an environmental change is to take place. Dr. Cox presented a paper titled "Laboratory Approaches to Teaching Ecology." The paper suggested how new and existing ecology courses can be improved. The paper outlined an ecology course being taught at the organism, population and ecosystem levels using an inductive or experimental approach. Trends in teaching ecology were identified and the speaker closed by outlining a series of courses in a new undergraduate program in his university. (BB)

ED 046 690 SE 009 209

Uehling, E. A.

Basic Themes of Physics.

Commission on Coll. Physics, College Park, Md.
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 66

Note—62p.; Monograph written for the Conference on the New Instructional Materials in Physics (University of Washington, Seattle, 1965)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Science, *Instructional Materials, *Physics, Reading Materials, Scientific Concepts, Textbooks

This monograph constitutes the first five chapters of an introductory course in physics for students who do not intend to become professional physicists. The over-all themes and ideas of physics receive the major emphasis, with little stress placed on mathematical manipulation. The style of presentation is mainly a combination of the axiomatic and the historical. This mode of writing, as well as organization and selection of topics, was based on the author's estimation of what would most enhance student interest and understanding. The five chapters in order of presentation are Introduction, Kinematic Preliminaries, Dynamical Principles, Force, and Motion Under the Influence of Gravitational Forces. (PR)

ED 046 691 SE 009 213

Report of a Conference on The College, The Community and Conservation (Washington, D.C., May 22-23, 1967).

Conservation Foundation, Washington, D.C.

Pub Date May 67

Note—105

Available from—The Conservation Foundation, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036 (\$1.00)
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Role, *Community Service Programs, Conference Reports, *Conservation Education, *Continuation Education, *Environmental Education

Identifiers—Higher Education Act, Title I
Summaries of papers and discussions at a conference of directors and administrators of college community service and continuing education projects related to conservation and funded under Title I of the 1965 Higher Education Act are presented. The papers summarized consider the following topics: methods of eliciting support of public and private sources of assistance in cooperative community projects, obtaining congressional support, and the critical influences in environmental decisions. General discussions on community responses to Title I, university faculty and administrative attitudes, and curricular materials including audio-visual presentations are also summarized. Appendices provide a bibliography of resource material, a guide to relevant U.S. Government directories and Federal Aid catalogues, brief summaries of some conservation related Title I projects, and a copy of Title I. (AL)

ED 046 692 SE 009 221

Merriman, Howard O.
The Columbus School Profile, A Report of the Columbus Public Schools to the Community. Columbus City School District, Ohio.

Pub Date May 70
Note—365p; Document composed of 184 pages, each 11" x 17"

Available from—Columbus Public Schools, Dept. of Publications, 270 East State St., Columbus, Ohio 43215 (Limited availability, \$5.00)
EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Academic Achievement, Attendance Records, Grade 6, Grade 8, *School Statistics, Statistical Surveys, *Student Characteristics, *Teacher Characteristics
Identifiers—Columbus, Ohio

Profiles for each school in the Columbus, Ohio, Public School System are provided. These profiles present graphical data on community factors, school factors and pupil factors measured by standardized tests given to grades 6 and 8 of achievement in reading, language and arithmetic, and of academic aptitude. In all cases the equivalent data for the whole system are included, and where applicable, national norms are indicated. Trends since 1968 are discussed and an explanation of the data tabulations provided. Comparisons with other selected school systems are made. Each profile form includes total school enrollment and the number of professional staff at the school. (AL)

ED 046 693 SE 009 427

Parsons, Donna L.
Idaho, An Outdoor Classroom.

Caldwell School District 132, Idaho.
Spokane Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 68
Grant—OEG-3-7-70457-4972(056)
Note—224p.

Available from—Donna L. Parsons, Caldwell School District 132, Idaho

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conservation Education, Ecology, Environment, *Environmental Education, *Field Trips, Natural Resources, *Outdoor Education, *Teaching Guides
Identifiers—ESEA Title III

This field guide for public school teachers pinpoints special areas in Idaho where students can study and learn by direct experience in the outdoors. The guide divides the state into northern, southwestern, and southeastern districts. Environmental study trip guides complete with roadlogs, pictures, and maps of each area develop the three major districts. The guide concludes with a listing of industries, and guided tours of their facilities. This work was prepared under an ESEA Title III contract. [Not available in hardcopy due to marginal legibility of original document.] (BB)

ED 046 694

Becklund, Lester Albert

Independent Study: An Investigation of the Effectiveness of Independent Study of Novel Mathematics Materials in the Elementary School. Minnesota Univ., Minneapolis.

Pub Date 68

Note—341p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-6797, Microfilm \$4.40, Xerography \$15.85)

Document Not Available from EDRS.

Descriptors—Arithmetic, Doctoral Theses, *Elementary School Mathematics, Geometric Concepts, *Independent Study, *Instruction, *Manipulative Materials

Reported are the results of a study made to determine the effects of independent study with experimental mathematical materials upon selected achievement measure, and the grade level at which these materials can be used most effectively. Experimental treatments were randomly assigned to three classes within two elementary schools at each of the grade levels three, four, and five. The study was conducted for thirty 50-minute periods. The content of the materials embodied concepts and principles of vectors. At each of the grade levels within each school two classes studied these materials, either independent of the teacher or under teacher direction; a third class was given standard arithmetic materials and teaching techniques. Instruments were administered after treatment to provide measures of convergent thinking, divergent thinking, independent study skills, and arithmetic skills. Performances were compared between independent and dependent, and between experimental and traditional. The differences which were discovered were not found to be significant. (Author/RS)

ED 046 695

Budgy, Joseph Vincent

A Comparative Study of the Relative Achievement of a First Grade Group Using Greater Cleveland Mathematics Program Material and a First Grade Using Traditional Mathematics Material. Rutgers, The State Univ., New Brunswick, N.J.

Pub Date 68

Note—166p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-1037, Microfilm \$3.00, Xerography \$7.80)

Document Not Available from EDRS.

Descriptors—*Curriculum, Doctoral Theses, *Elementary School Mathematics, Grade 1, *Instructional Materials, *Program Effectiveness, Textbooks

Identifiers—Greater Cleveland Mathematics Programs

Reported are the results of a study which compared achievement following use of Greater Cleveland Mathematics Program (GCMP) materials with achievement following traditional materials. Growth in mathematical competency was used to compare treatment groups, groups subdivided by intelligence, and groups determined by sex. Three elementary school classes used the GCMP materials, and three classes used traditional materials. The study was conducted during a school year. Achievement was measured by a form of the "California Arithmetic Test" (CAT), and the "Greater Cleveland Mathematics Tests" (GCMT). Upper intelligence ($M = 125$) level children achieved significantly higher than the lower intelligence ($M = 102$) level children regardless of instructional approach or test used. Upper level and lower level children in the GCMP scores were used. No significant differences were found using CAT scores. (Author/RS)

ED 046 696

Bursack, Bruce Allen

Utilizing Item Sampling Techniques To Scale Affective Reactions To Mathematics. Ohio State Univ., Columbus.

Pub Date 69

Note—90p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-15,903, Microfilm \$3.00, Xerography \$4.60)

Document Not Available from EDRS.

SE 009 469

Descriptors—Affective Behavior, *Attitudes, *Attitude Tests, Doctoral Theses, *Evaluation, Mathematics, Measurement Instruments, *Sampling, *Test Construction

Reported are the results of a study which investigated the possible utilization of item sampling techniques with Thurstone's Case V paired comparison method. The first objective involved the study of the scale and rank values of the stimuli and the frequency distribution of the responses. A paired comparison instrument consisting of mathematical tasks was developed to measure college freshmen's attitudes concerning their abilities to accomplish these tasks. Following administration of the instrument and subsets of the instrument to equivalent student samples, analysis of the data indicated that the item pair sampling method resulted in good approximations to the entire instrument. A second objective was to determine the relationship between the number of responses per item pair and the scale and rank values of the stimuli and the frequency distribution of the responses. It was found that the scales from the subsets of data from the item pair sampling method correlated higher with the standard scale and were more consistent than the scales from the subsets of data from the entire instrument. As the number of responses per item pair increased, the approximations became more accurate and more consistent. The author concluded that the sampling method saved time and yielded reliable results. (Author/RS)

ED 046 697

Carlow, Chester Dauphny

A Study of Variables Within the Method of Individually Guided Discovery in Secondary School Mathematics: The Experimental Comparison of Conceptual Structures, Consolidation, and Learner Personality With Learning, Retention, and Transfer by Ninth Grade College Preparatory Males.

Syracuse Univ., N.Y.

Pub Date 67

Note—188p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-5449, Microfilm \$3.00, Xerography \$8.60)

Document Not Available from EDRS.

Descriptors—*Discovery Learning, Doctoral Theses, Generalization, *Instruction, *Learning, *Probability, *Secondary School Mathematics

Reported are the results of a study which investigated the influence of certain variables within the method of individually guided discovery in mathematics. The independent variables considered were the concepts of ordered partitions and permutations, the level of consolidation or practice after discovery, and the teachers. Also considered were intelligence quotient, conceptual level, and twelve manifest need factors measured by Stern's Activities Index. Criterion variables included number of hints required to make the discoveries, time, and the retention-transfer scores. The teachers worked individually with the students, ninth grade college preparatory males. After posing questions, hints in the form of questions were provided until the student was able to formulate the generalization correctly. The only significant difference discovered was in the effects of consolidation. Those receiving 50 percent consolidation attained mean retention-transfer approximately twice as great as those receiving none. All interaction effects among concepts, consolidation, and teachers were found to be non-significant. (Author/RS)

ED 046 698

Rector, Robert Earl

The Relative Effectiveness of Four Strategies for Teaching Mathematical Concepts.

Illinois Univ., Urbana.

Pub Date 68

Note—92p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-12,184, Microfilm \$3.00, Xerography \$4.80)

Document Not Available from EDRS.

Descriptors—Behavior, *College Mathematics, Doctoral Theses, *Instruction, *Mathematical Concepts, *Perception, Probability, Programed Materials

Reported are the results of a study which investigated the relative efficacy of four instructional

tional strategies for promoting three levels of awareness of mathematical concepts. It was determined that there are basically two kinds of moves used in teaching concepts: characterization (C), and exemplification (E). The four patterns studied were C, CE, EC, and ECE. The three levels of awareness were identified as comprehension (1), application (2), and analysis (3). Programmed booklets were designed to teach concepts from probability theory. The students were enrolled in a beginning college mathematics course, and had no previous probability instruction. Upper and lower ability groups were determined by SAT scores. Significant differences were found on the means of the two ability level groups for all levels of awareness. A significant difference was found in favor of the C pattern over the other three patterns when the awareness of the concept was measured by level 1 responses. No other significant differences were found between patterns and awareness levels. (Author/RS)

ED 046 699 SE 009 665

Retzer, Kenneth Albert
The Effect of Teaching Certain Concepts of Logic on Verbalization of Discovered Mathematical Generalizations.
Illinois Univ., Urbana.
Pub Date 67
Note—149p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-11,909, Microfilm \$3.00, Xerography \$7.00)

Document Not Available from EDRS.
Descriptors—Concept Formation, Discovery Learning, Doctoral Theses, *Instruction, Junior High School Students, Learning, *Logic, Mathematical Concepts, *Secondary School Mathematics, *Verbal Communication

Reported are the results of a study designed to test the effects of a programed unit in fundamentals of logic on the ability of college capable junior high school students to verbalize mathematical generalizations. The independent variables were the presence or absence of study of the logic unit, and ability level being college capable (I.Q. 116-128) or gifted (I.Q. 135 and above). Treatment and control groups were led to discover three generalizations about vectors. Verbalization was scored according to the number of required hints and the quality of the sentence structure. The treatment group did significantly better than the control group; the gifted students verbalized significantly better than the college capable but not gifted students. (Author/RS)

ED 046 700 SE 009 789

Tentative Curriculum Guide, Junior High Schools, Science, Volume 4.

Saint Mary's County Board of Education, Leonardtown, Md.
Pub Date 67
Note—303p.

Available from—Saint Mary's County Board of Education, Leonardtown, Md.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conceptual Schemes, *Curriculum, Instruction, *Lesson Plans, Science Activities, *Secondary School Science, *Teaching Guides Identifiers—Maryland

A number of activities designed to develop each of six concepts listed for each of six conceptual schemes are presented. The conceptual schemes are: (1) Matter may be transformed; under ordinary (classroom-laboratory) conditions it is not created or destroyed; (2) Energy may be transformed; under ordinary conditions it is not created or destroyed; (3) Living things interchange matter and energy with the environment (and with other living things); (4) A living thing is the product of its heredity and environment; (5) Living things are in constant change; and (6) The universe is in constant change. Most activities can be performed by students, although some are intended as teacher demonstrations. Questions to guide discussion are included for each activity; all contain references to texts which are listed in an appended bibliography. [Not available in hardcopy due to marginal legibility of original document.] (AL)

ED 046 701 SE 009 940

Wayland, Sloan R.
Issues and Problems in Introducing Population Education.

Pub Date Aug 70

Note—21p.

Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Ave., Columbus, Ohio 43221 (Loan)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Educational Development, *Environmental Education, Family Planning, Overpopulation, Population Growth, *Population Trends

This paper covers a series of basic problems and issues involved with the introduction of population education in our schools. These basic questions are: (1) Why should the new content be considered for inclusion in the school curriculum? (2) What aspects of the full range of potential content of the new field are appropriate for a particular education system? (3) What changes in the existing features of the education system would have to be made to establish the new program or emphasis on a sound and continuing basis? (4) Are the expected outcomes from the changes commensurate with the investment of time, personnel and resources which would be required for successful introduction? (5) What is the series of steps which would need to be taken in order to introduce the change? (6) Are the resources and personnel needed to effect the change through the different stages of the introduction available or can they be made available? The author suggests these basic questions or factors be considered as a guide rather than a set of final answers. [Not available due to marginal legibility of original document.] (BB)

ED 046 702 SE 009 972

Wade, Harmon V.

A Case Study of the Role of a Superintendent of Schools in District-Wide Curriculum Development in Modern Mathematics and Science Education and an Evaluation of Resulting Educational Outcomes.

New York Univ., N.Y.

Pub Date 68

Note—206p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-11,783, Microfilm \$3.00, Xerography \$9.45)

Document Not Available from EDRS.

Descriptors—Curriculum, *Curriculum Development, Doctoral Theses, Evaluation, Mathematics Education, Science Education, *Superintendent Role, *Superintendents

Reported are the results of a study designed to (1) conceptualize the role of a superintendent, (2) describe the author's experience in developing curriculum as a superintendent, (3) evaluate pupil progress in mathematics and science by comparing standardized test scores over a four-year period, and (4) evaluate teacher professional growth by self evaluation techniques. It was concluded that the students had either maintained or increased their academic proficiency, and that the employment of a curriculum specialist in science and mathematics education played a vital role in the success of the program. (RS)

ED 046 703 SE 009 984

Watson, Larry Wayne

The Relationship of the Mathematical Course Work of Teachers and the SAT-M Scores of Their Students.

Duke Univ., Durham, N.C.

Pub Date 69

Note—164p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-204, Microfilm \$3.00, Xerography \$7.60)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement, Aptitude Tests, Doctoral Theses, *Mathematics Education, Prediction, *Secondary School Mathematics, *Teacher Characteristics, *Teacher Qualifications

Reported are the results of a study concerned with the mathematical course work of teachers and the achievement of their students as measured by the "Scholastic Aptitude Test-Mathematics" (SAT-M). Information about the teachers was obtained by questionnaire. Student scores were obtained from school records. Data were obtained from 26 schools and involved 900 students and 138 teachers who had taught these students mathematics in grades nine through twelve. Student intelligence quotients were used as control factors and determined ability groupings. In

comparing the high SAT-M scores with the lower SAT-M scorers within each intelligence group, the following variables were studied: (1) the percentage of mathematics teachers having taken a specific course, (2) the total number of semester hours in mathematics taken by the teachers, and (3) how recently the course work was taken. It was concluded that (1) there exists no evidence to support the importance of a single mathematics course or grouping of courses as significant predictors of student achievement, and (2) the number of semester hours of mathematics taken by the teacher and the size of the teacher's school as measured by the enrollment in grade 12 are significant predictors of student achievement. (Author/RS)

ED 046 704 SE 009 993

Smith, Charles Winston, Jr.

A Study of Constant Errors in Subtraction and in the Application of Selected Principles of the Decimal Numeration System Made by Third and Fourth Grade Students.

Wayne State Univ., Detroit, Mich.

Pub Date 68

Note—187p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-14,685, Microfilm \$3.00, Xerography \$8.60)

Document Not Available from EDRS.

Descriptors—*Achievement, *Algorithms, Arithmetic, Doctoral Theses, *Elementary School Mathematics, *Error Patterns, High Achievers, Low Achievers, *Subtraction

Reported are the results of a study to determine if specific errors in subtraction occur when students demonstrate ability to apply selected decimal numeration system principles. A secondary purpose was to examine and compare errors made by various subsets of the sample population characterized by grade level, arithmetic achievement, mental maturity, and mean achievement level of the school attended. Knowledge of place value and subtraction skills were measured by another-designed instruments. A positive correlation (.68) existed between performance on place value and subtraction tests. In general, high achievers and high mental maturity groups made significantly fewer (.05) errors than the corresponding low groups. Low achievers generally were unable to apply decimal numeration principles. (Author/RS)

ED 046 705 SE 010 003

Nelson, Leonard Theodore, Jr.

The Relationship Between Verbal, Visual-Spatial, and Numerical Abilities and the Learning of the Mathematical Concept of Function.

Michigan Univ., Ann Arbor.

Pub Date 68

Note—195p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-12,196, Microfilm \$3.00, Xerography \$8.80)

Document Not Available from EDRS.

Descriptors—Achievement, Doctoral Theses, *Elementary School Mathematics, *Instruction, *Learning, Mathematical Concepts, *Secondary School Mathematics, Transformations (Mathematics), Verbal Ability, Visual Learning

Reported are the results of a study to ascertain if verbal, visual-spatial, and numerical abilities were related to the learning of function concepts when taught by instructional approaches thought to be consistent with these abilities. A secondary purpose was to determine the efficacy of these approaches at the eighth grade level. Three subsets of the "Differential Aptitude Tests, Form A" were selected as pretests for verbal, visual-spatial, and numerical abilities. Following treatment, a posttest was administered which had 3 parts: (1) the special test, worded in the language of the particular treatment, (2) the common test, given to all groups, and (3) the application test, identifying a function in a word problem. The retention test had the same format. Significant differences in achievement occurred between (1) the visual group and all other groups on both the special and special retention tests, and (2) the visual group and both the numerical and eclectic (using a combination of techniques) groups on the common and common retention tests. The visual group had the highest mean scores on all tests. The achievement scores correlated the highest with numerical ability scores. (Author/RS)

ED 046 706

SE 010 019

Dehmers, Clara
Self-Concept, Value Orientation, and Achievement
Level of Lower Class Elementary School Children
in Two Types of Educational Programs.
Minnesota Univ., Minneapolis.

Pub Date 68

Note—145p.

Available from—University Microfilms, 300
North Zeeb Rd., Ann Arbor, Michigan 48106
(Order No. 69-11,381, Microfilm \$3.00,
Xerography \$6.80)

Document Not Available from EDRS.

Descriptors—*Achievement, Doctoral Theses,
*Elementary School Students, Individualized
Instruction, *Instruction, *Personal Values,
*Self Concept

Compared were the effects of an innovative
and a traditional teaching approach on the
achievement, self-concept, and sense of control
scores of fifth and sixth grade children from
lower class family backgrounds. Prior to treat-
ment, the students in the two schools were com-
parable on economics deprivation, educational
deprivation, achievement, ability, and educational
experience. The innovative approach utilized
team planned instruction, departmentalization, in-
dividualized instruction, and contracts. The tradi-
tional approach utilized self-contained classrooms
and conventional instructional materials. Signifi-
cant differences, all in favor of the traditional
program, occurred in measures of composite
skills, vocabulary skills, language skills, arithmetic
skills, and the self-concepts of physical ability, so-
cial relations - same sex, physical appearance,
mental ability, work habits, happy qualities, and
total self. (Author/RS)

ED 046 707

SE 010 026

Bundrick, Charles Michael
A Comparison of Two Methods of Teaching
Selected Topics in Plane Analytic Geometry.
Florida State Univ., Tallahassee.

Pub Date 68

Note—226p.

Available from—University Microfilms, 300
North Zeeb Rd., Ann Arbor, Michigan 48106
(Order No. 69-11,284, Microfilm \$3.00,
Xerography \$10.35)

Document Not Available from EDRS.

Descriptors—*Analytic Geometry, Doctoral
Theses, *Geometric Concepts, *Instruction,
Programmed Instruction, *Secondary School
Mathematics, *Teaching Methods

Reported are the results of a study to deter-
mine if there is a difference in learning as mea-
sured by an achievement test between high
school students who study plane analytic geom-
etric topics via a vector approach and those who
study the same topics via a traditional approach.
Secondary objectives concerned the transfer to
further topics in solid analytic geometry, and the
effect of ability and achievement levels on learn-
ing. All instruction utilized programmed units.
Results on an achievement test following a unit
on vector algebra determined high and low
groups. Half of the high and low groups were as-
signed to each of the two treatment groups. The
vector approach students performed significantly
better (.05) than the traditional approach stu-
dents on the transfer test and the criterion test
(designed to measure achievement and under-
standing). The high and low grouped vector
approach students did significantly better than the
corresponding traditional groups in under-
standing and transfer. The high vector stu-
dents did significantly better than the high tradi-
tional students on the achievement measure.
(Author/RS)

ED 046 708

SE 010 096

Water Quality Criteria, Report of the National
Technical Advisory Committee to the Secretary
of the Interior.

Department of the Interior, Washington, D. C.
Federal Water Pollution Control Administra-
tion.

Pub Date 1 Apr 68

Note—244p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Cat. No. 167.2: W 29/3, \$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Ecology, *Environment, Federal
Legislation, *Federal Programs, *Natural
Resources, Pollution, *Water Pollution Con-
trol, *Water Resources

Contained are reports of five subcommittees of
the National Technical Advisory Committee on
Water Quality Criteria. Subcommittees were
recreation and aesthetics; public water supplies;
fish, other aquatic life, and wildlife; agricultural
uses; and industrial water supplies. Each commit-
tee report contains discussion of the problem
area, criteria recommendations, and a bibliog-
raphy of literature cited. (BB)

ED 046 709

SE 010 119

Observing Our Environment Through Our Senses,
Unit 1.

Muscatine-Scott County School System, Iowa.

Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washing-
ton, D.C.

Pub Date [70]

Note—99p.

Available from—Muscatine-Scott County School
System, 1523 S. Fairmount Ave., Davenport,
Iowa 52802 (Limited number copies, free)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Elementary School Science, *En-
vironmental Education, *Handicapped Chil-
dren, *Outdoor Education, Resource Materials,
Science Activities, *Teaching Guides
Identifiers—ESEA Title III

This collection of activity guides was produced
for The Handicapped Children's Nature Study
Center in Davenport, Iowa, however the guides
are designed to be used in any outdoor area by
elementary teachers of either handicapped or
"normal" children. The emphasis is on making
the students more sensitive to their environment by
the use of all senses. Purpose, objectives, con-
cepts, and activities are described separately for
each of the five senses. Also indicated are
teacher's guides for four activities at the Nature
Study Center in Davenport. The activities are
titled, Dike Hike, Fall Walk, Tree Planting, and
Tracking. Each guide includes a list of resource
materials and suggestions for further activities.
This work was prepared under an ESEA Title III
contract. [Not available in hard copy due to mar-
ginal legibility of original document.] (PR)

ED 046 710

SE 010 140

Jackson, John Y.

Land Use - Concern-Challenge-Commitment.

Conservation and Environmental Science Center
for Southern New Jersey, Browns Mills.

Pub Date 69

Note—18p.

Available from—Conservation and Environmental
Studies Center for Southern New Jersey, Box
2230, RD 2, Browns Mills, N.J. 08015 (\$1.00)

Document Not Available from EDRS.

Descriptors—City Planning, Community Planning,
*Conservation Education, *Environmental
Education, *Land Use, Natural Resources,
Outdoor Education

This booklet designed for junior and senior
high school teachers identifies a developmental
sequence of indoor and outdoor experiences re-
lated to land use in an urban setting. Lists of cog-
nitive and affective objectives are followed by
nine lesson strategies developing the land use
concept. Included is a list of activities used in an
interdisciplinary approach for developing a land
use concept. (BB)

ED 046 711

SE 010 176

Burgess, Ernest Edward, Jr.

A Study of the Effectiveness of the Planned Usage
of Mathematical Games on the Learning of
Skills and Concepts and on the Attitude Toward
Mathematics and the Learning of Mathematics
of Low Achieving Secondary Students.

Florida State Univ., Tallahassee.

Pub Date 69

Note—175p.

Available from—University Microfilms, 300
North Zeeb Rd., Ann Arbor, Michigan 48106
(Order No. 70-11,103, Microfilm \$3.00,
Xerography \$8.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Attitudes, Doctoral
Theses, *Games, *Instruction, *Low Achievers,
Motivation Techniques, *Secondary School
Mathematics

Reported are the results of a study conducted
to determine if regular usage of mathematical
games could prove effective for teaching mathe-
matics to low achieving secondary students. It
was hypothesized that motivation from games
would result in improved attitudes without reduc-

ing achievement. The control group worked on
paper and pencil activity sheets instead of games.
The treatment lasted for eight weeks. Posttreat-
ment attitude measures yielded significant dif-
ferences favoring the experimental group. Signifi-
cant differences in achievement measures favor-
ing the control group occurred with females on
multiplication and division tests, and younger stu-
dents on addition and subtraction tests. No sub-
stantial relationships existed between ability,
achievement, attitude or socioeconomic levels.
(Author/RS)

ED 046 712

SE 010 190

Allen, Charles And Others

Experiences in Mathematical Ideas.

National Council of Teachers of Mathematics,
Inc., Washington, D.C.

Pub Date 70

Note—340p.; Vol. 1

Available from—National Council of Teachers of
Mathematics, 1201 16th St., N.W., Washing-
ton, D.C. 20036 (\$10.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Arithmetic, *Elementary School
Mathematics, *Instruction, Instructional
Materials, Mathematics, Numbers, Number
Systems, *Slow Learners, *Teaching Guides

Developed by a committee of the National
Council of Teachers of Mathematics, this publica-
tion is designed to help teachers provide interest-
ing and worthwhile learning opportunities for
slow learners in grades five through eight. It em-
ploys a variety of teaching strategies, many not
commonly known or practiced, which are particu-
larly helpful with slow learners. In particular,
the activities suggested one of a "laboratory na-
ture" and encourage participation by all students.
The subjects covered include base and place
value, renaming numbers in addition and subtrac-
tion, physical models for multiplication, units of
measure, physical models for fractions, and phys-
ical models for decimals. Most of the units are in-
dependent of the others and need not be taught
in any specified order nor at specified grade
levels. The volume includes a "Teaching
Package" containing materials which can be
duplicated by the teacher for use as overheads,
worksheets, or laboratory materials. (Author/CT)

ED 046 713

SE 010 200

Human Conservation in Central America, Summa-
ry of a Conference (Guatemala, Central Amer-
ica).

Conservation Foundation, Washington, D.C.

Pub Date [70]

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, *Conservation Educa-
tion, *Developing Nations, Economic Develop-
ment, Human Development, *Resources, Social
Influences, Symposia

Identifiers—Central America

This booklet is a resume consisting chiefly of
extracts from papers that were presented at a
conference on Human Conservation in Central
America, held in Guatemala in 1965, as well as
from discussions that took place during the con-
ferences. With cooperation of numerous or-
ganizations and guidance from the Conservation
Foundation, a discussion of problems relating to
conditions of human existence in Central Amer-
ica was concluded. Based on the principal point
of view that the problems faced in Central Amer-
ica are dynamic and their importance transcends
local significance, an attempt was made to evalu-
ate the problems within the scope of the next 25
years. Multiple factors were considered including
the complex social structure, geographic varia-
tions, economic organization, levels of education,
availability of resources, and broad diversification
in the field of agriculture. Several statistics and
graphs are used to illustrate the economics and
agricultural conditions of the region. (BL)

ED 046 714

SE 010 205

Vesselo, I. R.

The Further Training of Mathematics Teachers at
Secondary Level, Report of a Meeting of Inter-
national Experts (Hamburg, West Germany,
October 21-26, 1968).

United Nations Educational, Scientific, and Cul-
tural Organization, Hamburg (West Germany).
Inst. for Education.

Pub Date Oct 68

Note—85p.

Available from—UNIPUB, Inc., P.O. Box 433, New York, N.Y. 10016 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Conference Reports, Instruction, International Education, *International Organizations, *Mathematics Education, Mathematics Teachers, Secondary School Mathematics, *Teacher Education
Identifiers—UNESCO

The findings of a group of 30 experts from 16 countries on the further training of secondary mathematics teachers are presented in this book. Topics included are aims of further training, difficulties in the planning for further training, the mathematics content needed in training programs, plans for the organization of training programs, areas of fundamental research, and international cooperation in teacher training. Part 2 presents the present status of teacher training in the countries represented, the salaries of teachers in these countries, and a bibliography of resource material available in each country. (CT)

ED 046 715 SE 010 209

Beakley, John C. And Others

The Source Book of Marine Sciences.

Florida State Dept. of Education, Tallahassee. Div. of Elementary and Secondary Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—153p.

Available from—Textbooks and Publications, Dept. of Education, Knott Bldg., Tallahassee, Fla. 32304 (\$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Environmental Education, *Instructional Materials, Laboratory Experiments, Marine Biology, *Oceanology, Resource Materials, *Science Activities, *Secondary School Science, Teaching Guides
Identifiers—ESEA Title III

Included is a teachers resource collection of 42 marine science activities for high school students. Both the biological and the physical factors of the marine environment are investigated, including the study of tides, local currents, microscope measuring, beaches, turbidity, sea water solids, pH, and salinity, marine bacteriology, microbiology, bioluminescence, taxonomy, plankton, sponges and speculation, pelecypod gill, crustacea, sea urchin development, salinity tolerances, and other topics. Most activities are performed in the laboratory, but sample gathering requires access to ocean beaches. Activities are generally presented in the format—separate introductory statements to the teacher and to the student, problem statement, materials, procedure, and questions. The source book could serve as a laboratory manual. This work was prepared under an ESEA Title III contract. (PR)

ED 046 716 SE 010 212

Brydegaard, Marguerite Inskeep, James E., Jr.
Readings in Geometry from the Arithmetic Teacher.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 70

Note—126p.

Available from—National Council of Teachers of Mathematics, 1201 16th St., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Curriculum, *Elementary School Mathematics, *Geometry, *Instruction, *Mathematical Enrichment, Mathematical Models, Mathematics, *Secondary School Mathematics, Teaching Guides

This is a book of readings from the "Arithmetic Teacher" on selected topics in geometry. The articles chosen are samples of material published in the journal from its beginning in February 1954 through February 1970. The articles are of three major types. The first is classified "involvement." These articles describe geometry units in which the students build geometrical models, play games, and draw geometrical objects. Another article in this classification focuses on a teacher preparation course in which the future teachers experience the learning activities of the students. The second group of articles is categorized "instruction-techniques." These articles focus on the techniques of teaching

units in informal geometry using mirrors, models, toys, and Mobius bands. The third type of article is termed "instruction-rationale." This type of article gives reasons why geometry should be taught in the elementary grades and tells what parts of geometry should be taught. Included in the book is a bibliography of articles published in the "Arithmetic Teacher" pertinent to geometry. (Author/CT)

ED 046 717 SE 010 356

Cooper, Charles F. Jolly, William C.

Ecological Effects of Weather Modification: A Problem Analysis.

Michigan Univ., Ann Arbor. School of Natural Resources.

Spons Agency—Department of the Interior, Denver, Colo. Office of Atmospheric Water Resources.

Pub Date May 69

Note—165p.

Available from—School of Natural Resources, Michigan Univ., Ann Arbor, Mich.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Biological Influences, *Climatic Factors, Earth Science, *Ecology, *Environment, *Meteorology, Natural Resources, *Research Needs, Resource Materials

This publication reviews the potential hazards to the environment of weather modification techniques as they eventually become capable of producing large scale weather pattern modifications. Such weather modifications could result in ecological changes which would generally require several years to be fully evident, including the alteration of plant and animal communities by shifts in reproduction rates, growth, and mortality of weather sensitive species. The report includes sections on anticipated kinds of weather modifications; effects in semiarid climates and in humid climates; pests and diseases; direct effects of seeding agents; biology of lakes and streams; fog, hail, lightning, and hurricane modification; environmental monitoring programs; inferences from ecological theory; recommended research; and recommended pre-modification field surveys. [Not available in hardcopy due to marginal legibility of original document.] (PR)

ED 046 718 SE 010 414

Liao, T.

Engineering Concepts Curriculum Project Newsletter, Volume 4, Number 2. The Man Made World.

Brooklyn Polytechnic Inst., N.Y. Engineering Concepts Curriculum Project.

Pub Date Oct 70

Note—8p.

Available from—Engineering Concepts Curriculum Project, Polytechnic Institute of Brooklyn, 333 Jay St., Brooklyn, N.Y. 11201

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Course Organization, *Curriculum, *Educational Development, Environmental Education, Science Courses, *Secondary School Science, Social Problems, Teacher Education, *Technology

Identifiers—Engineering Concepts Curriculum Project

Contained in this newsletter are several articles pertaining to activities of the Engineering Concepts Curriculum Project at the Polytechnic Institute of Brooklyn, New York. Two are of major concern. One deals with the development of a laboratory science course for senior high school students to improve technological literacy and entitled "The Man Made World." Designed to familiarize students with certain concepts which pervade modern technology (its capabilities, characteristics, and limitations) the course emphasizes information systems science and engineering. The ECCP approach is to work from an actual problem to the solution framework and then to the concepts. Course content, laboratory work, and behavioral objectives are described. The second article discusses science-society issues and secondary school teachers; what is the role of secondary schools in the matching of men and technology, and how can secondary school teachers be prepared? Two issues, control of the noise environment and automated health examinations, are presented for examples. Regarding teacher preparation, five possibilities on how today's programs might evolve gradually into an educational program more directly related to these issues are explored. (BL)

ED 046 719

SE 010 416

Hilmar, Norman A.

Babel or Bonanza? Scientific and Technical Information in the Population Field.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Feb 70

Note—12p.; Paper presented at the Conference on Management of Consolidated Research Institutions for Population Research (Washington, D.C., February 12-13, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demography, Information Science, *Information Utilization, Population Trends, Research Utilization, *Scientific Research, Technology

Remarks in this article were presented at the Conference on Management of Consolidated Research Institutions for Population Research, Washington, D.C., in February, 1970. Study is made of the process by which scientific and technical information in the population field must be identified, collected, stored, retrieved, translated, and disseminated as the world draws upon yesterday to lay a more rational groundwork today for a more promising future tomorrow. Users and audiences, lines of communication, and organizations engaged in dissemination of information in population fields are identified to indicate the complexity and requirements for moving scientific and technical information from the producer to the user. It is stressed that population knowledge be imparted in comprehensible form to those responsible for acting rationally. Lastly, proposals for action in the development of population information centers and resulting services are enumerated. (BL)

ED 046 720 SE 010 427

Effective Use of the Sea, Report of the Panel on Oceanography of the President's Science Advisory Committee.

President's Science Advisory Committee, Washington, D.C.

Pub Date Jun 66

Note—160p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Cat. No. PR 35.8:SCI 2/SE 1, \$0.60)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conference Reports, Conservation Education, *Environment, *Federal Government, *Natural Resources, Ocean Engineering, *Oceanology, Program Development, Research Needs, *Water Resources

This report is concerned with the marine activities of the nation and how these activities contribute to the national well-being. Opportunities for the future are identified and discussed. The report centered around four main objectives: (1) to assess current and planned ocean programs for technical soundness, adequacy of scope, balance of content, adequacy of organization, and funding and management in light of relevant national goals; (2) to identify major opportunities for new programs in technology and science that should be given high priority in the next 5 to 10 years; (3) to draft a statement of goals designed to serve the marine interests of the United States and to define the federal role in their pursuit; (4) to recommend measures to effect an ocean science and technology program consonant with national needs and interests. Included is a summary of major findings and recommendations. (BB)

ED 046 721 SE 010 440

Llano, Margaret T. Zahalka, Leona

Handbook of Resources for Physics Departments.

American Inst. of Physics, New York, N.Y.

Report No.—AIP-Pub-R-213

Pub Date Apr 69

Note—242p.

Available from—American Institute of Physics, 335 East 45th St., New York, N.Y. 10017 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Directories, *Physics, *Programs, Reference Materials, Resource Materials, *Science Education

Included is information about science organizations which may be of interest to science teachers. The organizations are grouped into five categories: professional and scientific organizations, educational organizations, U.S. government

and quasi-governmental agencies, foundations, and other organizations. Included for each organization are name, address and telephone number, organization acronym, date founded, name and title of executive officer, organization purpose, scope (regional, national, etc.), areas of interest, special staff, activities or programs, meetings and publications. No attempt has been made to thoroughly describe the range of programs, and only those activities which relate to the needs of a physics department are included. The first appendix is a listing of the organizations according to areas of interests, and the remaining nine appendices are concerned with research support, colleges and universities offering a physics major, College Science Commissions, physics curricular projects, academies of science, regional educational laboratories, and acronyms. (PR)

ED 046 722 SE 010 445

Buchinger, Maria
Foresta Nat. Area.
Foresta Inst. for Ocean and Mountain Studies,
Washington, D.C.
Report No.—Pub-1
Pub Date Sep 69
Note—56p.

Available from—FORESTA Institute for Ocean and Mountain Studies, 1701 18th St., N.W., Washington, D.C. 20009 (Donation)

EDRS Price MF-00.65 HC Not Available from EDRS.

Descriptors—Conservation Education, *Environment, *Environmental Education, *Forestry, Guidelines, *Land Use, Management, Natural Resources, Private Agencies, *Resources, Voluntary Agencies

This manual serves as a handbook for those involved in the art of land saving. The various topics in the booklet are dealt with in great detail since little has been published on the preservation of natural areas in international publications. Most of the document is derived from articles, books, and publications published by, or describing the work of the Nature Conservancy and other land saving organizations in the United States. Aspects of land saving include a description of the natural areas, how they are designated, preserved, problems encountered, planning, administration, and management. The second part of the manual indicates how to form a land acquisition, and preservation organization, including by laws, board of governors, members, raising funds and cooperation with related organizations. (BB)

ED 046 723 SE 010 446

Cleveland, Mary Jean, Ed.
The Nature Conservancy News, Volume 12
Number 2
Nature Conservancy, Arlington, Va.
Pub Date 70

Note—44p.
Available from—The Nature Conservancy, 1800 North Kent St., Arlington, Va. 22209

Document Not Available from EDRS.

Descriptors—*Directories, *Facilities, Land Use, *Natural Resources, Nature Centers, *Preservation, Reference Materials

Identifiers—The Nature Conservancy
A complete listing to May, 1970, of lands owned by The Nature Conservancy, lands controlled by conservation easements, and lands under purchase contract are contained in this booklet. Also included are areas formerly owned by the Conservancy but now conveyed to others with a reverter clause, and preserves in which the Conservancy played some role in their establishment, either large or small. For each area information is given as to its name, location, date of establishment and/or acquisition, acreage, a short description, and present status. (BL)

ED 046 724 SE 010 485

Proceedings of the American Medical Association Congress on Environmental Health Problems (1st, Chicago, Illinois, May 1-2, 1964).

American Medical Association, Chicago, Ill.
Pub Date May 64
Note—113p.

Available from—American Medical Assoc., 535 North Dearborn, Chicago, Ill. 60610 (Free)

Document Not Available from EDRS.

Descriptors—Air Pollution Control, Conference Reports, *Environment, *Health, Pesticides, *Pollution, Radiation Effects, Water Pollution Control, Water Resources

Included are the proceedings of the first Congress on Environmental Health. Topics related to air pollution include the extent of human exposure, its relation to disease, evaluating effects clinically, community control and the physician's role. Topics related to pesticides include treatment of poisonings, occurrence of poisonings, safe usage, and regulation of distribution. Radiological topics include biological effects of radiation, food contamination, radiation standards and protection guides. Topics related to water pollution include the nature of water pollution, its relation to health, control programs, and present and future problems. (PR)

ED 046 725 SE 010 487

Noise Pollution, AMA Congress on Environmental Health (6th, Chicago, Illinois, April 28-29, 1969).

American Medical Association, Chicago, Ill.
Pub Date 69
Note—250p.

Available from—American Medical Assoc., 535 North Dearborn St., Chicago, Ill. 60610 (Free)

Document Not Available from EDRS.
Descriptors—*Annual Reports, Audition (Physiology), *Environment, *Health, *Medical Research, *Pollution

Contained are 15 papers presented at the sixth annual AMA Congress on Environmental Health. Three papers are concerned with noise induced hearing loss as it relates to pathological effects, the role of physicians in workmen's compensation cases, and exposure to steady-state noise. Five papers deal with noise control as it relates to medical aspects, local control, non-transportational control, control through planning, and transportation control. Other topics include psycho-physical aspects of non-transportational noise, evaluation of transportation noise, non-auditory health effects, impulse noise effects, and simulated sonic boom and jet fly-over noise. The reports do not utilize extensive medical or technical terminology. Charts, graphs, and bibliographies are included with some of the papers. (PR)

ED 046 726 SE 010 488

AMA Congress on Environmental Health, Annual Session, "Blueprint for the Future" (5th, Chicago, Illinois, April 28-30, 1968).

American Medical Association, Chicago, Ill.
Pub Date Apr 68
Note—67p.; Reprint

Available from—American Medical Assoc., 535 North Dearborn, Chicago, Ill. 60610 (Free)
Journal Cit—Archives of Environmental Health; v18 Feb 69

Document Not Available from EDRS.

Descriptors—*Annual Reports, *Environment, *Health, Planning, *Pollution

Contained are 13 papers presented at the fifth annual AMA Congress on Environmental Health. The coverage includes protecting our environment, environmental standards, government role, legal aspects, ecology and health problems, environmental health planning, urban design and transportation, energetics, educational implications, and combating pollution and health behavior in developing countries. (PR)

ED 046 727 SE 010 489

Proceedings, National Congress on Environmental Health Management, AMA Congress on Environmental Health Problems (4th, New York, New York, April 24-26, 1967).

American Medical Association, Chicago, Ill.
Pub Date Apr 67
Note—90p.; Reprint

Available from—American Medical Assoc., 535 North Dearborn, Chicago, Ill. 60610 (Free)
Journal Cit—Archives of Environmental Health; v16 Jan 68

Document Not Available from EDRS.

Descriptors—Air Pollution Control, Conference Reports, *Environment, *Health, *Pollution, Water Resources

Included are 18 papers presented at the fourth American Medical Association Congress on Environmental Health Problems. Topics related to environmental health include clinical and epidemiological considerations, genetics, patterns of health agencies, role of the physician and the medical society, and environmental stress. Topics related to pollution include regional planning, control equipment, and science community and decision making, the role of professional organizations, industrial resources and control, and urban ecology. (PR)

ED 046 728 SE 010 490

Proceedings, AMA Congress on Environmental Health Problems, Impact of Environment on Accidental Injuries and Fatalities (3rd, Chicago, Illinois, April 4-5, 1966).

American Medical Association, Chicago, Ill.
Pub Date Apr 66
Note—128p.

Available from—American Medical Assoc., 535 North Dearborn, Chicago, Ill. 60610 (free)

Document Not Available from EDRS.

Descriptors—*Accident Prevention, *Accidents, Conference Reports, *Design Needs, *Environment, Health, *Injuries, Resource Materials, Safety

Included are 21 papers presented at the third AMA Congress on Environmental Health Problems. The problem of accidents is considered by several panels: Panel 1, The Environmental Health Problem; Panel 2, The Medical Problem; Panel 3, Prevention and Mitigation; and Panel 4, Accident Research. Panel 1 reviews the nature of accidents, accident probability, home environment and accidents, psycho-social influence on accidents, and occupational and rural accidents. Panel 2 explores vehicular injuries and treatment, secondary complications, accidents of children and the aged, poisoning treatment and prevention, and recreational accidents. Panel 3 relates to the design of automobiles and highways, emergency cases, the driver, architectural barriers, and the physician's role. Panel 4 considers research design, measurement of human factors, data collection, and the systems approach to highway accidents. A panel discussion is included for each panel. (PR)

ED 046 729 SE 010 491

Proceedings, AMA Congress on Environmental Health Problems, Population Environment and Health (2nd, Chicago, Illinois, April 26-27, 1965).

American Medical Association, Chicago, Ill.
Pub Date Apr 65
Note—124p.

Available from—American Medical Assoc., 535 North Dearborn, Chicago, Ill. 60610 (Free)

Document Not Available from EDRS.

Descriptors—*City Planning, Conference Reports, Disease Control, *Diseases, *Environment, *Environmental Influences, *Health, Planning, Resource Materials

Included are 20 papers presented at the second AMA Congress on Environmental Health Problems. The papers have been grouped into these broad subject categories. One group relates to physical and chemical changes, living cells, mental health, and human physiology. The second category relates to tuberculosis, venereal disease, respiratory disease, and unexplained medical and disease symptoms and possible relationships to the environment. The third category relates to objectives, purposes, and needs, planning agencies, case histories, and medicine's role in urban areas. Other articles review medical ecology, the effectiveness of current immunization and education programs in disease control, environmental engineering, legislation and health, and risks versus cost. (PR)

ED 046 730 SE 010 492

The Race for Inner Space, A Special Report to the Nation.

Department of the Interior, Washington, D.C.
Pub Date 64
Note—80p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 1.1.2:SP 1, \$0.55)

Document Not Available from EDRS.

Descriptors—*Conservation Education, Environment, *Federal Programs, Land Use, *Natural Resources, Parks, *Recreation, *Recreational Facilities, Water Resources, Wildlife Management

Reviewed are the conservation and recreation programs of the Department of the Interior, with particular attention directed to the programs initiated in 1963. An entire chapter is devoted to the Bureau of Outdoor Recreation. Discussed also are the problems of overcrowded national and state parks, land reclamation, and the development of water recreation areas. Many black and white photographs are included. (PR)

ED 046 731 SE 010 493

Buchman, Aaron Zimmerman, Robert
Eleventh Year Mathematics.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development; State Univ. of New York, Albany.
Pub Date 70

Note—45p.; Reprint

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algebra, *Curriculum, *Curriculum Guides, Grade 11, Instruction, Mathematics, Modern Mathematics, *Secondary School Mathematics, *Teaching Guides, Trigonometry
This outline for Eleventh Year Mathematics in New York adheres closely to the recommendations of The Commission of Mathematics of the College Entrance Examination Board and thus presents a unified development of certain aspects of algebra, trigonometry, and analytic geometry. Its aim is both as a terminal course in mathematics and as a solid foundation for college mathematics. The outline attempts to involve to a great degree the "modern" emphasis on the understanding of broad, basic, unifying mathematical concepts. (Author/CT)

ED 046 732 SE 010 497

Man...An Endangered Species?

Department of the Interior, Washington, D.C.
Pub Date 68

Note—104p.; U.S. Dept. of the Interior Conservation Yearbook No. 4

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 11.95:4, \$2.00)

Document Not Available from EDRS.

Descriptors—*Depleted Resources, *Environment, *Federal Programs, *Natural Resources, *Overpopulation, Pollution, Population Growth, Water Resources, Yearbooks

The general theme of this 1968 yearbook is that man is a threatened species, facing overpopulation and unbridled technology - both self induced. The presentation is broad, relating to many aspects of conservation and natural resources in the United States in a descriptive, non-technical style. The yearbook is divided into major topics: Land Resources, Fish and Wildlife Resources, Water Resources, Mineral and Fuel Resources, and Human Resources. These chapters provide highlights of the work being done by the various bureaus and offices of the Department of the Interior. Many color photographs are included throughout the yearbook. (PR)

ED 046 733 SE 010 498

It's Your World...The Grassroots Conservation Story.

Department of the Interior, Washington, D.C.
Pub Date 69

Note—100p.; U.S. Dept. of the Interior Conservation Yearbook No. 5

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 11.96:5, \$2.00)

Document Not Available from EDRS.

Descriptors—American Indians, *Conservation Education, *Environment, *Federal Programs, *Natural Resources, Water Resources, Wildlife Management, Yearbooks

The yearbook (1969) provides highlights of the work done by the various bureaus and offices of the Department of the Interior. The coverage is very broad, relating to many aspects of conservation and natural resources in the United States in a descriptive, non-technical style. Included are these major topics: Fish and Wildlife Resources, Land Resources, Water Resources, Mineral and Fuel Resources, Human Resources, and Organization of Department. The Human Resources chapter focuses on the American Indian and the trust territories: American Samoa, Guam, and the Virgin Islands. Many color photographs are included throughout the yearbook. (PR)

ED 046 734 SE 010 499

The Population Challenge...What It Means to America.

Department of the Interior, Washington, D.C.
Pub Date 70

Note—84p.; U.S. Dept. of the Interior Conservation Yearbook No. 2

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 11.95:2, \$2.00)

Document Not Available from EDRS.

Descriptors—*Depleted Resources, *Environment, *Federal Programs, *Natural Resources, *Overpopulation, Pollution, Population Growth, Water Resources, Yearbooks

This yearbook reviews the work being done by the various bureaus and offices of the Department of the Interior. The coverage is very broad, relating to many aspects of conservation in the United States in a descriptive, non-technical style. Some of the areas considered include the quality of living, population growth, consumption of resources, renewable resources, water, land, food, and recreational resources, and the needs of people with a focus on American Indians, American Samoa, Guam, and the Virgin Islands. Many color photographs are included. (PR)

ED 046 735 SE 010 519

Chapman, Frank L.

The Sea and Its Boundaries.

Carteret County Public Schools, Beaufort, N.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—31p.

Available from—Regional Marine Science Project, Carteret County Public Schools, Beaufort, N.C. 28516 (Free)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Curriculum Guides, Earth Science, *Ecology, *Elementary School Science, Environmental Education, *Instructional Materials, Natural Resources, *Oceanology, *Textbooks

Identifiers—ESEA Title III

This publication is designed for use as part of a curriculum series developed by the Regional Marine Science Project. As an informative text for a three-week unit in marine science for grade eight, it presents a study of coastal processes and oceanography. An ecological approach to nature is emphasized, stressing the ties between culture, economy, and resource use. Topics are divided into three units: Physical Oceanology covers tides; The Sea at its Boundary discusses waves, beaches, and man's control of the beach environment; and Beyond the Land describes the off-coast profile, elements in the water, winds, currents, and sea testing equipment. Each unit includes a vocabulary, fill-in questions, discussion topics, and activities to complete. Numerous diagrams illustrate topics discussed. This work was prepared under an ESEA Title III contract. (BL)

ED 046 736 SE 010 520

Your Right to Clean Air, A Manual for Citizen Action.

Pub Date [70]

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Pollution Control, *Citizen Participation, *Community Action, *Environment, *Pollution, Standards

This manual provides the citizen with basic information for taking action against air pollution. A summary of the effects of various concentrations of sulfur oxides, particulate matter, carbon monoxide, photochemical smog, and hydrocarbons is presented. Suggestions are made for obtaining information about community air pollution problems, and how the Air Quality Act of 1967 may relate to an abatement of these problems. The manual provides guidelines for the formation on concerned citizens' organizations, and suggestions for meetings and programs of action against air pollution. A glossary and a list of air quality control regions are included. (PR)

ED 046 737 SE 010 521

Chapman, Frank L.

The Sea and Modern Man.

Carteret County Public Schools, Beaufort, N.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 70

Note—25p.

Available from—Regional Marine Science Project, Carteret County Public Schools, Beaufort, N.C. 28516 (Free)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Curriculum Guides, Ecology, *Elementary School Science, Environmental Education, *Instructional Materials, *Oceanology, Reading Materials, *Textbooks

Identifiers—ESEA Title III

This publication is designed for use as part of a curriculum series developed by the Regional

Marine Science Project. As an informative text for a three-week unit in marine science for grade six, it considers man's role in using coastal resources and how he affects the marine environments. An ecological approach to nature is emphasized, stressing the ties between culture, economy, and resource use. Topics are divided into three units: Food and Recreation, Transportation, and Minerals and Conservation. Each unit includes a vocabulary, fill-in questions, and discussion topics. Numerous diagrams illustrate topics discussed. This work was prepared under an ESEA Title III contract. (BL)

ED 046 738 SE 010 524

The Sources of Air Pollution and Their Control.

National Air Pollution Control Administration (DHEW), Arlington, Va.

Report No.—PHS-Pub-1548

Pub Date 69

Note—17p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE20.1302:508, \$0.40)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Air Pollution Control, Chemical Reactions, *Environmental Influences, *Pollution, Public Health, Resources, Standards, *Technological Advancement

Identifiers—Public Health Service, U.S. Department of Health, Education, and Welfare

The problems of air pollution and its control are discussed. Major consideration is given the sources of pollution - motor vehicles, industry, power plants, space heating, and refuse disposal. Annual emission levels of five principle pollutants - carbon monoxide, sulfur dioxide, nitrogen oxides, hydrocarbons, and particulate matter - are listed for each source. A short description of the control of stationary sources of pollution is also provided. The point is made that we have available today the technological means of controlling most sources of air pollution, but are not applying that technology in adequate measure. (BL)

ED 046 739 SE 010 599

Miniature Environments, An Environmental Education Guidebook.

Department of the Interior, Washington, D.C. Bureau of Outdoor Recreation.

Pub Date [70]

Note—24p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO-902-015)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Construction (Process), Curriculum Development, Ecology, Elementary Grades, *Environmental Education, *Instructional Materials, Natural Resources, Natural Sciences, *Science Projects, *Teaching Guides

For the purposes of bringing the processes of nature into the classroom so students can have direct, personal contact with them, this booklet presents examples of teaching tools useful in a general approach to environmental education. It does not deal with what should be taught about man and his environment, nor does it suggest how teachers should teach. Its purpose is to describe ways to build miniature environments for living things, using low cost materials and equipment. Through construction of aquaria and terraria the miniature environments for the living worlds of land and water are developed. Well detailed as to the background, construction, content, and use of such enclosed environments, the booklet continuously emphasizes the basic elements and processes of nature which are vital to all ecosystems. (BL)

ED 046 740 SE 010 606

The New Conservation Era, 1964-1968, Yearbooks of the U.S. Department of the Interior.

Department of the Interior, Washington, D.C.

Pub Date 69

Note—515p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. 11.95:1-5, \$16.50)

Document Not Available from EDRS.

Descriptors—*Annual Reports, *Conservation Education, Ecology, *Environment, Environmental Education, Instructional Materials, *Natural Resources, Social Influences, *Yearbooks

Contained in this hardbound edition are five U.S. Department of the Interior conservation yearbooks covering the years 1964 through 1968. The format of each constitutes both the annual reports and the special reports to the nation, which have been published in previous years by the Department of the Interior. Volumes are entitled: *Quest for Quality; The Population Challenge...What it Means to America; The Third Wave...America's New Conservation; Man...An Endangered Species?; It's Your World...The Grassroots Conservation Study.* Running through the panorama of man and his environment that is unfolded in these five yearbooks is one central theme: by continued destruction of our environment our society could be sowing the seeds of its own destruction. There is also a companion theme: it is not too late to act. Numerous colored and black and white pictures, graphics, and accompanying narrative serve to elaborate the two themes. (BL)

ED 046 741 SE 010 610
Human Dimensions of the Atmosphere.

National Center for Atmospheric Research, Boulder, Colo.; National Science Foundation, Washington, D.C.
Report No.—NSF-68-18
Pub Date Feb 68
Note—173p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. NS1.2:A76, \$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Climatic Factors, *Ecological Factors, *Economic Factors, *Environment, Legal Problems, *Meteorology, Research Problems, *Social Factors

Contained are 15 papers which identify specific areas for research in human uses of the atmosphere and are designed to foster and stimulate interest in these problems among both social and physical scientists. The papers are a preliminary attempt to cope with the complex social, economic, and legal aspects of modifying the weather. Included is an extensive bibliography of literature since 1957. (PR)

ED 046 742 SE 010 611
Lipson, Joseph

Individualization of Instruction in Junior High School Mathematics.

Pub Date 6 Nov 70
Note—29p.; Paper presented at the Regional Meeting of the National Council of Teachers of Mathematics (Montreal, Canada, November 6, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, Experimental Programs, *Individualized Instruction, *Instruction, *Junior High Schools, Modern Mathematics, *Secondary School Mathematics

The author defines individualization in instruction and suggests possible elements of individualization in mathematics classes. Some described elements include (1) individual responses to common assignments, (2) individual paths to the same objectives, (3) different objectives for different students, (4) different completion times for the same objectives, and (5) individually selected problems. He then describes programs for individualization now in existence. These include Individually Prescribed Instruction (IPI), Westinghouse's Project PLAN, Individualized Mathematics Teaching (IMT) in Sweden, and programs in the following locations: Dade County, Florida, Nova H.S. in Fort Lauderdale, Florida, and Hopkins, Minnesota. Problems of implementation of programs, and evaluative research results are discussed. The author concludes that many different types of activities should be included, extensive planning is essential, and that some group activity should be retained in individualized instruction programs in mathematics. (CT)

ED 046 743 SE 010 615
Reading in Marine Science, A Partially Annotated Bibliography for Young Readers, Nonprofessionals, and Teachers.

Oregon State Univ., Corvallis. Dept. of Oceanography.
Pub Date Jul 68
Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Earth Science, *Environment, *Oceanology, Resource Materials

Included is a partially annotated bibliography of mostly non-technical books for non-professional readers, young readers, and teachers. There are about 300 entries grouped into these subjects: general references, historical and exploration, biological oceanography, chemical oceanography, geological oceanography, and physical oceanography. (PR)

ED 046 744 SE 010 616

Secondary School Mathematics Curriculum Improvement Study. Information Bulletin 5, Why a New Program in Mathematics.

Secondary School Mathematics Curriculum Improvement Study, New York, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 70
Note—26p.

Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Ave., Columbus, Ohio 43221 (Loan)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Instruction, International Education, *Mathematics Education, *Modern Mathematics, Research Projects, *Secondary School Mathematics

This bulletin presents an overview of mathematics education in the sixties, both in the United States and abroad, and suggests similar trends in the seventies. It examines the revolution in mathematics in the past 100 years which led to a unifying reorganization of the subject. Specifically, the authors examine the restructuring of algebra, analysis, and geometry and claim this restructuring caused the change in mathematics education in the past decade. Also included in the bulletin are course outlines for the 5-year Secondary School Mathematics Curriculum Improvement Program (SSMCIS), lists of schools participating in the program, and an article regarding the problems of teacher education and the implementation of the program. [Not available due to marginal legibility of original document.] (CT)

ED 046 745 SE 010 618

Sherrod, H. Floyd And Others

Environment Law Review—1970.

Pub Date Jun 70

Note—734p.

Available from—Clark Boardman Company, Ltd., 435 Hudson St., New York, N.Y. 10014 (\$35.00)

Document Not Available from EDRS.

Descriptors—*Environment, *Laws, Legal Problems, Legislation, *Literature Reviews, Natural Resources, Periodicals, *Reference Materials

This is the first of several volumes to be published annually in the field of environmental law. It contains material from periodicals published in early 1970, 1969, and several articles of special significance which appeared in periodicals bearing 1968 dates. It has been collected primarily for lawyers so they may have, in convenient reference form, the notable current literature produced each year in the environmental control field. The content is divided into four parts: (1) The Theoretical Framework affords varying overall perspectives on the role of the law in environmental control. Two views are given, one of regulation to be performed by agencies other than courts, and the other, the role of the courts as central to the halting of pollution. (2) Particular Pollution Problems deals with population, pesticides, noise, and weather. (3) Legislative and Administrative Action is concerned with the establishment and operation of administrative bodies with environmental control responsibilities. Congressional and Executive jurisdiction over environmental matters, air and water pollution, and land use problems are discussed. (4) Judicial Action focuses on the role of the courts in environmental control. Also included are forwards by Senator Edmund Muskie and Dr. Eugene Odum, a cross-reference table, and a subject-author index. (BL)

ED 046 746 SE 010 651

Henderson, George L. And Others

Pollution: Problems, Projects & Mathematical Exercises, Grades 6-9.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Spons Agency—Wisconsin Mathematics Council, Madison; Wisconsin State Dept. of Public Instruction, Madison.

Pub Date [70]

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ecology, Environmental Education, Instruction, *Mathematical Applications, Pollution, *Practical Mathematics, *Problem Sets, *Secondary School Mathematics

This sourcebook contains mathematical exercises, problems, and projects concerning pollution which are accessible for students in grades 6-9. The exercises, which are designed to improve computational skills, are classified according to topics usually taught in the mathematical curriculum of the middle school. (CT)

ED 046 747 SE 010 661

Tipton, Clyde R., Jr.

Science Policy Bulletin, Volume 3 Number 5.

Battelle Memorial Inst., Columbus, Ohio.

Pub Date Oct 70

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Literature Reviews, *Policy, Policy Formation, Resource Materials, *Sciences

Included are summaries of the current national and international literature related to science and public policy. The summaries are grouped into these topical categories: General; Science, Domestic Problems and National Goals; Needs and Allocation of Resources for Science; National R & D Programs; Science, Education and the University; Science, Management and Policy-Making Bodies; Science, Foreign Affairs and National Defense; Multinational Science Policy; and Science Policy Abroad. (PR)

ED 046 748 SE 010 666

Ashlock, Robert B. Herman, Wayne L., Jr.

Current Research in Elementary School Mathematics.

Pub Date 70

Note—509p.

Available from—The Macmillan Company, 866 Third Ave., New York, N.Y. 10022 (\$5.95)

Document Not Available from EDRS.

Descriptors—Curriculum, Educational Research, *Elementary School Mathematics, *Evaluation, Instruction, Learning, Mathematics, *Mathematics Education, *Research, *Research Reviews (Publications)

This book presents original research in elementary school mathematics from a variety of sources. The articles are presented in their entirety. Among major areas examined are learning processes, teaching methods and materials, individualizing instruction, curriculum development, evaluating instruction, and teacher education. More than 50 individual researchers, and six curriculum development organizations are represented. (Author/CT)

ED 046 749 SE 010 671

Earth Science Syllabus, 1970 Edition.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development; State Univ. of New York, Albany.

Pub Date 70

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, Curriculum, *Earth Science, *Environmental Education, Geology, Resource Materials, *Secondary School Science, *Teaching Guides

This syllabus outlines a year earth science program designed to be activity oriented, investigatory in approach, and interdisciplinary in content. Each topic section contains a topic abstract and topic outline, major understandings, and information to teachers. The topic abstract lists behavioral objectives and general information about the topic and its relationship to other topics. There are fourteen topics which occur in these five major subject areas: Investigating Processes of Change, The Earth Model, The Earth's Energy Budget, The Rock Cycle, and The History of The Earth. Student and teacher laboratory guide sheets and reference tables are presented in two separate publications. (PR)

ED 046 750 SE 010 673

Banerjee, Tapan

Syllabus for an Associate Degree Program in Applied Marine Biology and Oceanography.

Southern Maine Vocational Technical Inst., South Portland.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 70

Note—120p.; Some pages have marginal legibility
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*College Science, *Course Content, Courses, Curriculum, Earth Science, Environmental Education, *Oceanology, *Program Descriptions, *Technical Education

Included is a detailed outline of the content of each course required or offered as an elective in the associate degree program. With an 18 or 19 unit load each semester the program requires two years, and includes 64 hours at sea every semester. In addition to chemistry, physics, biology, and oceanography courses, there is a required course in each of these subjects: English composition, mathematics, American literature, computer mathematics, economics, political science, and sociology. Appendices include sample tests, sample experiments, lists of audiovisual materials, publications, a list of faculty, a bibliography, and photographs of activities. [Not available in hard copy due to marginal legibility of original document.] (PR)

ED 046 751 SE 010 674

Ecology.

National Audubon Society, New York, N.Y.

Pub Date 70

Note—45p.

Available from—National Audubon Society, Educational Services, 1130 Fifth Ave., New York, N.Y. 10028 (NB7, \$2.35)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Ecology, *Environmental Education, *Instructional Materials, Natural Resources, *Outdoor Education, Resource Materials, Science Materials

This set of teaching aids consists of nine Audubon Nature Bulletins, providing teachers and students with informational reading on various ecological topics. The bulletins have these titles: Schoolyard Laboratories, Owls and Predators, The Forest Community, Life in Freshwater Marshes, Camouflage in the Animal World, Life in the Desert, The Dramatic World of the Seashore, Plants as Makers of Soil, Togetherness in the World of Nature—Symbiosis. The bulletins incorporate many photographs and include lists of recommended books. (PR)

ED 046 752 SE 010 677

Insects and Spiders.

National Audubon Society, New York, N.Y.

Pub Date [70]

Note—37p.

Available from—National Audubon Society, Educational Services, 1130 Fifth Ave., New York, N.Y. 10028 (NB4, \$2.35)

Document Not Available from EDRS.

Descriptors—Elementary School Science, *Entomology, *Environmental Education, Instructional Materials, *Outdoor Education, *Resource Materials, Science Materials

This set of teaching aids consists of nine Audubon Nature Bulletins, providing teachers and students with informational reading on insects and spiders. The bulletins have these titles: What Good Are Insects, How Insects Benefit Man, Life of the Honey Bee, Ants and Their Fascinating Ways, Mosquitoes and Other Flies, Caterpillars, Spiders and Silk, The Insect Orchestra, and Live Insects in the Classroom. The four-page bulletins incorporate many photographs and include lists of recommended books. (PR)

ED 046 753 SE 010 682

Audubon Ecology Study Program.

National Audubon Society, New York, N.Y.

Pub Date [70]

Note—47p.

Available from—National Audubon Society, Educational Services, 1130 Fifth Ave., New York, N.Y. 10028 (AP1, \$2.25)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Ecology, Elementary School Science, Environment, *Environmental Education, *Instructional Materials, *Outdoor Education, *Science Activities, Teaching Guides

The materials in the set include a student reader "The Story of Ecology," a leaders' guide, and a large, pictorial wall chart. The student reader is divided into 10 units relating to a defini-

tion of ecology, the sun and life, air and the water cycle, major divisions of the earth, plants and food chains, distribution of plants and animals, communities, habitats, balance in nature, and man's place. The leaders' guide provides supplemental information and makes suggestions for activities for each of the units in the reader, and provides a list of materials, a bibliography, and a glossary. The ecology wall chart shows 12 colored scenes depicting various cycles and biomes, with explanatory readings under each picture. (PR)

ED 046 754 SE 010 683

Audubon Bird Study Program.

National Audubon Society, New York, N.Y.

Pub Date [70]

Note—57p.

Available from—National Audubon Society, Educational Services, 1130 Fifth Ave., New York, N.Y. 10028 (AP2, \$2.25)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Elementary School Science, *Environmental Education, *Instructional Materials, *Outdoor Education, *Science Activities, Teaching Guides

Included are a student reader, "The Story of Birds," a leaders' guide, a large colored Audubon bird chart, and a separate guide for the chart. The student reader is divided into eleven sections which relate to the various physical and behavioral features of birds such as feathers, feeding habits as related to the shape of bills and feet, nests, migration, bird language, prehistoric birds, bird conservation, and information and suggestions for observing birds. The leaders' guide contains many suggestions for activities, displays, games, and quizzes. The materials may be used either by a nature club or an elementary school class. (PR)

ED 046 755 SE 010 684

Audubon Tree Study Program.

National Audubon Society, New York, N.Y.

Pub Date [70]

Note—43p.

Available from—National Audubon Society, Educational Services, 1130 Fifth Ave., New York, N.Y. 10028 (AP3, \$2.25)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Elementary School Science, *Environmental Education, *Instructional Materials, Natural Resources, *Outdoor Education, *Science Activities, Teaching Guides

Included are an illustrated student reader, "The Story of Trees," a leaders' guide, and a large tree chart with 37 colored pictures. The student reader reviews several aspects of trees: a definition of a tree; where and how trees grow; flowers, pollination and seed production; how trees make their food; how to recognize trees; seasonal changes; animals and insects in and near trees; and tree conservation. The leaders' guide contains suggestions for organizing a club, activities, projects, games, and quizzes. A list of state trees and a bibliography are included in the guide. (PR)

ED 046 756 SE 010 685

Audubon Plant Study Program.

National Audubon Society, New York, N.Y.

Pub Date [70]

Note—39p.

Available from—National Audubon Society, Educational Services, 1130 Fifth Ave., New York, N.Y. 10028 (AP4, \$2.25)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Elementary School Science, *Environmental Education, *Instructional Materials, Natural Resources, *Outdoor Education, Plant Science, *Science Activities, Teaching Guides

Included are an illustrated student reader, "The Story of Plants and Flowers," an adult leaders' guide, and a large wall chart picturing 37 wildflowers and describing 23 major plant families. The student reader presents these main topics: The Plant Kingdom, The Wonderful World of Plants, Plants Without Flowers, Flowering Plants, Plants Make Food for All Living Things, Plants Cover the Earth, Wildflowers Through the Seasons, Grasses Are Important Flowering Plants, Some Strange Plants, How People Help Plants, and Conserving Our Plants and Flowers. The leaders' guide makes suggestions for organizing a club, projects, quizzes, terrariums, gardens,

games, and bulletin boards. A list of state flowers, trees and birds, and a bibliography are included in the guide. (PR)

ED 046 757 SE 010 686

Audubon Mammal Study Program.

National Audubon Society, New York, N.Y.

Pub Date [70]

Note—63p.

Available from—National Audubon Society, Educational Services, 1130 Fifth Ave., New York, N.Y. 10028 (AP5, \$2.25)

Document Not Available from EDRS.

Descriptors—*Animal Science, Conservation Education, *Elementary School Science, *Environmental Education, Instructional Materials, Natural Resources, *Outdoor Education, *Science Activities, Teaching Guides

Included are an illustrated student reader, "The Story of Mammals," a leaders' guide, a large wall chart picturing 39 North American mammals, and a separate booklet describing the mammals on the wall chart. The student reader presents these main topics: What is a Mammal?; How Mammals Differ From Each Other; Where, When, and How To Find Mammals; What Mammals Eat; How Mammals Protect Themselves; Mammal Homes; How Mammals Spend the Winter; Mammal Babies; The First Mammals; and How to Conserve Mammals. The leaders' guide makes suggestions for organizing a club, projects, quizzes, activities, and games. A bibliography is included. (PR)

ED 046 758 SE 010 688

Wohlbiel, Herbert And Others

Worldwide Directory of Mineral Industries Education and Research.

Pub Date Nov 68

Note—476p.

Available from—Gulf Publishing Co., Box 2608, Houston, Texas 77001

Document Not Available from EDRS.

Descriptors—*Colleges, *Directories, *Earth Science, *Geology, Industrial Training, Natural Resources, Science Departments, *Universities

Presented is background knowledge of the institutions of the world involved in mineral industry education and research, including detailed information on the professional staff, research activities, and capabilities of the various mineral industry departments of these institutions. Also included is information on special interest within a department, number of students graduating each year, a listing of all dissertations of the past five years, and technical or scientific publications edited by each university or department. Areas covered include applied geology, applied physics, mineral deposits, mining engineering, fuel technology, and metallurgy. There are entries for 512 institutions of higher learning in 68 countries, with references to over 4,000 current research projects, 300 university periodicals and 4,000 dissertations. Information can be located by use of several indexes in the appendices. (PR)

ED 046 759 SE 010 690

A Proposed Plan of Environmental Education for the State of Oregon.

Oregon State Board of Education, Salem.

Pub Date Nov 70

Note—47p.

Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Ave., Columbus, Ohio 43221 (Loan)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Objectives, *Educational Programs, *Environmental Education, Master Plans, Program Development, *State Action, State School District Relationship

Identifiers—Oregon

A proposed plan for environmental education for the State of Oregon, aimed at coordinating existing environmental education programs and implementing new ones, is contained in this document. Five areas of particular concern are emphasized. These include: Program and Curriculum Development, Teacher Training, Educational Facilities, Community Education, and Public Understanding and Support. For each topic, information is provided regarding general objectives, needs within specific areas, what an environmental education program should do, what an individual or group should be able to do as an outcome of an effective program, and recommenda-

tions for a state plan of action. Development of these areas is, in part, in direct support of the Oregon Board of Education's Priorities for instruction and management. A large appendix covers existing federal job corps centers in Oregon, an inventory of existing resident outdoor education sites in the state with specific information for each, examples of mini-environmental education facilities, the Portland Public Schools environmental study area plan, criteria for a model resident outdoor school site, and minimum site requirements for a state environmental education center. [Not available due to marginal legibility of original document.] (BL)

ED 046 760

SE 010 691

Environmental Education
Milwaukie Elementary School District, Ore.
Pub Date 70
Note—87p.

Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Ave., Columbus, Ohio 43221 (Loan)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Curriculum Guides, Environmental Education, Instructional Materials, *Learning Activities, *Natural Resources, Outdoor Education, *Teaching Guides, *Teaching Techniques
Identifiers—Oregon

As a source book of ideas, this guide has been written for teachers to help them, and, in turn, their students to observe, investigate, and interpret parts of the environment. Using soil and water as the primary subject areas, a sequential scheme of environmental activities is developed for the primary, intermediate, and junior high grade levels. Each activity is outlined as to rationale, equipment required, data collecting and interpreting, extension of the activity in the classroom, performance tasks to complete, interdisciplinary curriculum relationships, and ecological relationships. Enlarging on this, numerous other activities are suggested which may be incorporated into any grade level. These are segregated into three areas: (1) those which help students become aware of their environment; (2) aware that man makes changes in the environment, some of which lead to problems of environmental management; and (3) those which motivate students to participate in environmental problem solving. Examples of local outdoor learning environments, including the schoolyard, are also enumerated. An enlarged appendix contains a list of basic equipment and books a school should have, resource agencies, examples and guidelines for collecting, recording and interpreting data, and environmental education activity sheets. [Not available due to marginal legibility of original document.] (BL)

ED 046 761

SE 010 692

Good Teaching Aids.
National Audubon Society, New York, N.Y.
Pub Date [70]
Note—67p.

Available from—National Audubon Society, Educational Services, 1130 Fifth Ave., New York, N.Y. 10028 (NB2, \$3.60)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Elementary School Science, *Environmental Education, Natural Resources, *Outdoor Education, *Resource Materials, *Science Activities, Teaching Guides

This set of teaching aids consists of 14 Audubon Nature Bulletins with these titles: Schoolyard Laboratories, How to Lead a Field Trip, Natural Resources in the City, Mysteries of Bird Migration, Rock Stories and How to Read Them, The Ground Water Table, The Terrarium, Some Adventures With Wild Plants Outdoors and Indoors, Plant Propagation in the Classroom, Things to Do in Nature, How to Build a Nature Trail, Trees are History Books, Forecasting the Weather, Nature Quiz—Electric Nature Games. The bulletins provide the teacher with background reading, and suggestions for classroom activities. Photographs, diagrams, and a list of recommended books are included in the bulletins. (PR)

ED 046 762

SE 010 693

Animals and How They Live.
National Audubon Society, New York, N.Y.
Pub Date [70]
Note—63p.

Available from—National Audubon Society, Educational Services, 1130 Fifth Ave., New York, N.Y. 10028 (NB3, \$3.35)

Document Not Available from EDRS.

Descriptors—*Animal Science, Conservation Education, Elementary School Science, *Environmental Education, Instructional Materials, Natural Resources, *Outdoor Education, *Resource Materials, Wildlife Management

This set of teaching aids consists of 14 Audubon Nature Bulletins, providing teachers and students with informational reading on animals. The bulletin titles are as follows: Birds: Their Adaptations to Ways of Life; Our Friends the Hawks; Mysteries of Bird Migration; Bird Nests; Camouflage in the Animal World; Snakes; Turtles; Frogs and Toads; Salamanders; The Ways of Wildlife in Winter; Track Stories in Mud, Sand, and Snow; Wildlife Preserves; The Creature in the Shell; and the Plankton Plants and Animals. The four-page bulletins incorporate many photographs, and include lists of recommended books. (PR)

ED 046 763

SE 010 694

Plant Identification.

National Audubon Society, New York, N.Y.
Pub Date [70]
Note—58p.

Available from—National Audubon Society, Educational Services, 1130 Fifth Ave., New York, N.Y. 10028 (NB5, \$3.10)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Environmental Education, Instructional Materials, Natural Resources, *Outdoor Education, *Plant Identification, *Plant Science, *Resource Materials, Science Materials

This set of teaching aids consists of 12 Audubon Nature Bulletins, providing teachers and students with informational reading on plants. The bulletins include these titles: The Parade of Spring Wild Flowers, Wild Flowers of Our Prairies, Seeds and How They Travel, Poison Ivy and Other Poisonous Plants, The Forest Community, Common Trees and Their Twigs, Common Trees and Their Leaves, Common Trees Along the Streets, Ferns, Some Common Mosses, An Illustrated Key to Common Lichens, and The Curious World of Plant Galls. The bulletins incorporate many photographs and include lists of recommended books. (PR)

ED 046 764

SE 010 697

Deans, Edwin

Elementary School Mathematics—Implications from ESEA, Title 3 Projects.

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Elementary School Mathematics, Individualized Instruction, Inservice Education, *Mathematics Education, Reference Materials, *Research Projects, *Research Reviews (Publications)

Identifiers—ESEA Title III

The purposes of this bulletin are to summarize selected ESEA Title III projects in elementary school mathematics; to draw implications from them for improving mathematics teaching and learning throughout the nation; and to provide assistance to local elementary school personnel involved in the teaching of elementary school mathematics, state and regional coordinators of mathematics and to college and university personnel engaged in mathematics education of teachers. An appendix lists the materials available from each project. This work was prepared under an ESEA Title III contract. This bulletin is a summary of the work of the Pennsylvania Retrieval of Information for Mathematics Education System (PRIMES). (Author/FL)

ED 046 765

SE 010 698

Conservation.

National Audubon Society, New York, N.Y.

Pub Date [70]

Note—33p.

Available from—National Audubon Society, Educational Services, 1130 Fifth Ave., New York, N.Y. 10028 (NB6, \$1.85)

Document Not Available from EDRS.

Descriptors—*Conservation Education, *Environmental Education, Instructional Materials, *Natural Resources, *Outdoor Education, Pollution, *Resource Materials

This set of teaching aids consists of seven Audubon Nature Bulletins, providing the teacher and student with informational reading on various topics in conservation. The bulletins have these titles: Plants as Makers of Soil, Water Pollution Control, The Ground Water Table, Conservation—To Keep This Earth Habitable, Our Threatened Air Supply, Conservation Displays, and Wildlife Preserves. The bulletins incorporate many photographs and include lists of recommended books. (PR)

ED 046 766

SE 010 703

DeVenny, William S. And Others

Secondary School Mathematics Special Edition, Chapter 1. Flow Charts, Chapter 2. Structuring Space, Chapter 3. Functions, Student's Text.
Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 70

Note—128p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—Algorithms, Geometric Concepts, Instruction, *Instructional Materials, *Low Ability Students, *Secondary School Mathematics, Slow Learners, *Textbooks, Underachievers

Identifiers—School Mathematics Study Group

Chapters 1-3 of the special materials written for low achieving students in grades 7-8 by MSG include flow charting, elementary coordinate geometry, and functions. Included for student use are many tables which are to be used to shorten computational processes. Each chapter also includes pretest exercises, instructional lessons and exercises, and a chapter test. Chapters two and three each include a self-test. (CT)

ED 046 767

SE 010 704

DeVenny, William S. And Others

Secondary School Mathematics Special Edition, Chapter 4. Number Theory, Chapter 5. The Integers, Student's Text.
Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 70

Note—121p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—Instruction, *Instructional Materials, *Low Ability Students, *Number Concepts, *Secondary School Mathematics, Slow Learners, *Textbooks, Underachievers

Identifiers—School Mathematics Study Group

Chapters 4-5 of the special materials written for low achieving students in grades 7-8 by MSG deal with number theory and the properties of the integers. Included for each chapter are pretest exercises, a self-test, instructional lessons and exercises, and a chapter test. (CT)

ED 046 768

SE 010 705

DeVenny, William S. And Others

Secondary School Mathematics Special Edition, Chapter 6. Rational Numbers, Chapter 7. Probability, Student's Text.
Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 70

Note—113p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—Instruction, *Instructional Materials, *Low Ability Students, *Number Concepts, *Probability Theory, *Rational Numbers, Secondary School Mathematics, Slow Learners, Textbooks

Identifiers—School Mathematics Study Group

Chapters 7-8 of the special materials for low achieving students in grades 7-8 by MSG deal with properties of the rational numbers and elementary probability. Included for each chapter are pretest exercises, a self-test, instructional lessons and exercises, and a chapter test. (CT)

ED 046 769 SE 010 706

DeVenny, William S. *And Others*
Secondary School Mathematics Special Edition,
Chapter 8. Equations, Chapter 9. Congruence,
Student's Text.
Stanford Univ., Calif. School Mathematics Study
Group.

Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date 70

Note—134p.

Available from—A. C. Vroman, Inc., 2085 East

Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—*Algebra, *Geometric Concepts, In-
struction, *Instructional Materials, *Low Abili-
ty Students, *Secondary School Mathematics,
Slow Learners, Textbooks, Underachievers

Identifiers—School Mathematics Study Group

Chapters 8-9 of the special materials written
for low achieving students in grades 7-8 by SMSG
deal with linear equations and geometric con-
gruences. Included for each chapter are pretest
exercises, a self-test, instructional lessons and ex-
ercises, and a chapter test. (CT)

ED 046 770 24 SE 010 731

Unified Modern Mathematics, Course 1, Teachers
Commentary.

Secondary School Mathematics Curriculum Im-
provement Study, New York, N.Y.

Spons Agency—Columbia Univ., New York, N.Y.

Teachers College; Office of Education (D-
HEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0711

Pub Date [70]

Contract—OEC-1-7-070711-4420

Note—374p.

EDRS Price MF-\$0.65 HC Not Available from

EDRS.

Descriptors—Course Descriptions, *Curriculum
Guides, *Instruction, *Instructional Materials,
Mathematics, *Secondary School Mathematics,
*Teaching Guides

This commentary is designed for use with "U-
nified Modern Mathematics, Course I," Parts 1
and 2. Included in the commentary are state-
ments of the specific purposes and goals of each
section of every chapter, suggestions for teaching
the concepts presented in each section, time esti-
mates for each section, suggested instructional
aids for presenting various concepts, and
references for further study. Also, suggested
chapter examinations are provided which con-
stitute comprehensive tests for each chapter.
[Not available in hardcopy due to marginal legi-
bility of original document.] (FL)

ED 046 771 24 SE 010 732

Unified Modern Mathematics, Course 1, Part 1.

Secondary School Mathematics Curriculum Im-
provement Study, New York, N.Y.

Spons Agency—Columbia Univ., New York, N.Y.

Teachers College; Office of Education (D-
HEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0711

Pub Date 68

Contract—OEC-1-7-070711-4420

Note—346p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Algebra, *Curriculum Development,

*Instructional Materials, *Modern Mathemat-
ics, Number Systems, Probability, *Second-
ary School Mathematics, Statistics, *Text-
books

This is Part 1 of the first course in a series
which focuses on building fundamental mathe-
matical structures. The arithmetic studied in ele-
mentary school along with modular arithmetic is
examined and set notation and mappings of sets
are presented. Mathematical group structures are
introduced. Points and numbers are related both
on a line and in a lattice framework. (FL)

ED 046 772 24 SE 010 733

Unified Modern Mathematics, Course 1, Part 2.

Secondary School Mathematics Curriculum Im-
provement Study, New York, N.Y.

Spons Agency—Columbia Univ., New York, N.Y.

Teachers College; Office of Education (D-
HEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0711

Pub Date 68

Contract—OEC-1-7-070711-4420

Note—403p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Algebra, *Curriculum Development,

Graphs, *Instructional Materials, *Modern

Mathematics, *Secondary School Mathematics,

Set Theory, *Textbooks

Part 2 of Course 1 includes a study of set
theory, transformations of the plane; properties of
lines, planes, line segments and angles; elementa-
ry number theory; and rational numbers. Decimal
fractions, ratio and proportion, percent, and
presenting data using graphs are also presented.
(FL)

ED 046 773 24 SE 010 734

Unified Modern Mathematics, Course 2, Teachers
Commentary.

Secondary School Mathematics Curriculum Im-
provement Study, New York, N.Y.

Spons Agency—Columbia Univ., New York, N.Y.

Teachers College; Office of Education (D-
HEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0711

Pub Date [70]

Contract—OEC-1-7-070711-4420

Note—385p.

EDRS Price MF-\$0.65 HC Not Available from

EDRS.

Descriptors—Course Descriptions, *Curriculum
Guides, *Instruction, *Instructional Materials,
Mathematics, *Secondary School Mathematics,
*Teaching Guides

This commentary is designed for use with "U-
nified Modern Mathematics, Course II," Parts 1
and 2. As in the commentary for "Course I,"
statements of the specific purposes and goals of
each section of every chapter are presented. Also
included are suggestions for teaching the con-
cepts presented in each section, time estimates
for each section, suggested instructional aids to
presenting various concepts, and references for
further study. Chapter examinations are provided
which constitute comprehensive tests for each
chapter. [Not available in hardcopy due to mar-
ginal legibility of original document.] (FL)

ED 046 774 24 SE 010 735

Unified Modern Mathematics, Course 2, Part 1.

Secondary School Mathematics Curriculum Im-
provement Study, New York, N.Y.

Spons Agency—Columbia Univ., New York, N.Y.

Teachers College; Office of Education (D-
HEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0711

Pub Date 69

Contract—OEC-1-7-070711-4420

Note—337p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Algebra, *Curriculum Development,

Geometric Concepts, Geometry, Graphs, *In-

structional Materials, Mathematical Logic,

*Modern Mathematics, *Secondary School

Mathematics, *Textbooks

This is Part 1 of the second course in a series
which focuses on building fundamental mathe-
matical structures. Topics considered in this book
include: an introduction to mathematical logic
and mathematical proof, a continuation of the
study of groups, an introduction to axiomatic af-
fine geometry, fields, the real number system, and
coordinate geometry. The discussion of groups
contains an example of a non-commutative
group, theorems about groups, and the concept
of isomorphism. Axioms for an affine geometry
are given together with some logical conse-
quences of these axioms and finite and infinite
models for the axioms. The chapters on fields and
the real number system include solving equations
and inequalities, properties of the real number
system and calculation with irrational numbers.
(FL)

ED 046 775 24 SE 010 736

Unified Modern Mathematics, Course 2, Part 2.

Secondary School Mathematics Curriculum Im-
provement Study, New York, N.Y.

Spons Agency—Columbia Univ., New York, N.Y.

Teachers College; Office of Education (D-
HEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0711

Pub Date 68

Contract—OEC-1-7-070711-4420

Note—304p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Curriculum Development,

Geometric Concepts, *Instructional Materials,

Mathematics, *Modern Mathematics, Probabil-
ity Theory, *Secondary School Mathematics,

Statistics, *Textbooks, Transformations

(Mathematics)

Topics included in Part 2 of Course II are: real
functions; descriptive statistics; transformations in
the plane; length, area, and volume; combinator-
ics; and mass points. The chapter on real func-
tions includes a discussion of properties of func-
tions, composition of functions, inverses of func-
tions and other topics. The chapter on descriptive
statistics discusses the graphical representation of
sets of data, summation notation, the arithmetic
mean, measures of dispersion, and Chebyshev's
Inequality. Reflections, translations, rotations,
dilations, and similarities are introduced in the
section on transformations of the plane. Lengths
of line segments, areas of various geometric re-
gions, and volumes of geometric solids are also
studied. The Combinatorics chapter considers the
counting principle, permutations, and the binomi-
al theorem. The appendix offers a discussion of
mass points in the plane and in space. (FL)

ED 046 776 24 SE 010 737

Unified Modern Mathematics, Course 3, Teachers
Commentary.

Secondary School Mathematics Curriculum Im-
provement Study, New York, N.Y.

Spons Agency—Columbia Univ., New York, N.Y.

Teachers College; Office of Education (D-
HEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0711

Pub Date [70]

Contract—OEC-1-7-070711-4420

Note—351p.

EDRS Price MF-\$0.65 HC Not Available from

EDRS.

Descriptors—Course Descriptions, *Curriculum

Guides, *Instruction, *Instructional Materials,

Mathematics, *Secondary School Mathematics,

*Teaching Guides

This commentary is to be used with "Unified
Modern Mathematics, Course III." Statements of
specific purposes and goals of each section of
every chapter of Course III are included in the
"Commentary." Also included are suggestions for
teaching concepts presented in each section; time
estimates for each section; suggested instructional
aids for presenting various concepts; references
for further study; and chapter examinations which
constitute a comprehensive test for each chapter.
[Not available in hardcopy due to marginal legi-
bility of original document.] (FL)

ED 046 777 24 SE 010 738

Unified Modern Mathematics, Course 3, Part 1.

Secondary School Mathematics Curriculum Im-
provement Study, New York, N.Y.

Spons Agency—Columbia Univ., New York, N.Y.

Teachers College; Office of Education (D-
HEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0711

Pub Date 70

Contract—OEC-1-7-070711-4420

Note—233p.

EDRS Price MF-\$0.65 HC-\$8.87

Descriptors—Algebra, *Curriculum Development,

*Instructional Materials, Mathematics,

*Modern Mathematics, Probability Theory,

*Secondary School Mathematics, *Textbooks

The first part of Course III focuses on matrix
algebra, graphs and functions, and combinatorics.
Topics studied include: matrices and transforma-
tions, the solution of systems of linear equations,
matrix multiplication, matrix inversion and a field
of 2×2 matrices. The section on graphs and
functions considers regions of the plane and
translations, functions and solution of equations,
operations on functions, and bounded functions
and asymptotes. The chapter on combinatorics
discusses such topics as a counting principle and
permutations, the binomial theorem, and mathe-
matical induction. (FL)

ED 046 778 24 SE 010 739

Unified Modern Mathematics, Course 3, Part 2.

Secondary School Mathematics Curriculum Im-
provement Study, New York, N.Y.

Spons Agency—Columbia Univ., New York, N.Y.

Teachers College; Office of Education (D-
HEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0711

Pub Date 70

Contract—OEC-1-7-070711-4420

Note—271p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Algebra, *Curriculum Development,

Geometry, *Instructional Materials, Mathemat-

ics, *Modern Mathematics, Probability

Theory, *Secondary School Mathematics,

*Textbooks, Trigonometry

The second part of Course III includes a study of probability, polynomial, rational and circular functions, and informal space geometry. The chapter on probability presents such topics as probability measure, outcome sets and events, and overview of topics studied in Courses I and II. Chapters on functions include polynomial algebra concepts and basic trigonometry. The space geometry chapter generalizes the notions of incidence, parallelism, perpendicularity, and coordinate systems to three dimensions. (FL)

ED 046 779 SE 010 740

DeVenny, William S. And Others

Secondary School Mathematics Special Edition, Teacher's Commentary, Chapters 1-9.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 70

Note—191p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—*Instruction, *Instructional Materials, *Low Ability Students, Numbers, *Secondary School Mathematics, Slow Learners, *Teaching Guides, Underachievers

Identifiers—School Mathematics Study Group

This teacher's guide is written to be used in conjunction with the new materials for low achieving students in grades 7 and 8 by SMSG. It includes helpful hints about working with low achievers and suggestions regarding the implementation of this particular program. Most chapter discussions include behavioral objectives for the chapter, background information for key concepts, and answers for all problems. (CT)

ED 046 780 SE 010 741

Allen, Charles And Others

Experiences In Mathematical Ideas, Volume 2.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 70

Note—402p.

Available from—National Council of Teachers of Mathematics, 1201 16th St., N.W., Washington, D.C. 20036 (\$10.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Curriculum Development, *Elementary School Mathematics, *Instruction, *Instructional Materials, *Low Achievers, Mathematics Education, *Secondary School Mathematics

Identifiers—National Council of Teachers of Mathematics

This is volume 2 of a set of mathematics materials developed for low achievers. These materials are designed to help teachers provide interesting and worthwhile learning opportunities for students in grades five through eight who have had little success in mathematics. The materials may be used in conventional classroom settings as well as in team teaching, multi-unit programs, and other organizational structures. The units are not designed to be used as a complete mathematics program for low achievers, but rather as representative segments of mathematics needed by all students. A teaching package, containing materials that are closely correlated with individual activities within each unit, is also included for this volume. Topics considered in this volume include: Tables and Change, Using Tables to Solve Problems, Ratio, Graphs, Organizing Data, Dealing with Uncertainty, and Geometry. (Author/FL)

ED 046 781 SE 010 745

Junior Biology, Populations.

Hamilton City Board of Education (Ontario).

Pub Date [70]

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, Ecology, Environmental Education, *Instructional Materials, *Learning Activities, Population Distribution, *Population Growth, *Secondary School Science, Student Research

Twenty-one studies related to populations are included in this student manual for a junior high school biology course. Each activity or study provides questions, diagrams, experiments, and/or descriptive material to which the student must respond. Population studies pertain to individual plants and animals, their physical environments,

reactions between species, and their interrelationships. (BL)

ED 046 782

SE 010 746

Stream Studies.

Hamilton City Board of Education (Ontario).

Pub Date [70]

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ecology, *Elementary School Science, Grade 6, *Instructional Materials, Learning Activities, Natural Resources, *Outdoor Education, *Teaching Guides, *Water Resources

This manual provides teachers with some knowledge of ecological study methods and techniques used in collecting data when plants and animals are studied in the field. Most activities deal with the interrelatedness of plant and animal life to the structure and characteristics of a stream and pond. Also included in this unit plan designed for the sixth grade level are suggestions for classroom and field organization, equipment required, and methods of approaching the major topics - mapping, animal life, plant life, the soil, and the water itself. Reference materials audio-visual aids, and supplemental activities are noted. (BL)

ED 046 783

SE 010 752

David, Frank, Comp.

Science Experiments, Field and Classroom.

Center for the Study of Migrant and Indian Education, Toppenish, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 30 Mar 70

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Botany, *Elementary School Science, Entomology, *Instructional Materials, *Resource Materials, *Science Activities, Teaching Guides, Zoology

Included is a compilation of 21 simple experiments for use by elementary teachers and aides. The experiments are grouped into these categories: plants, insects, and senses. The materials required are not specialized and would generally be available in the classroom or from a local store. A number of films are recommended and are available from the Center. This work was prepared under an ESEA Title I contract. (PR)

ED 046 784

SE 010 753

Mathematics Education, The Sixty-ninth Yearbook of the National Society for the Study of Education, Part 1.

National Society for the Study of Education, Chicago, Ill.

Pub Date 70

Note—480p.

Available from—University of Chicago Press, 5750 Ellis Ave., Chicago, Ill. 60637 (\$5.50)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Instruction, Mathematics, *Mathematics Education, Reference Materials, *Yearbooks

This yearbook is designed to explain the educational and psychological problems in the selection, organization, and presentation of mathematics materials at all levels from kindergarten through high school. The nature of the revolution in school mathematics is discussed and an attempt is made to point out some of the implications of this revolution which are important to classroom teachers, school administrators, and curriculum planners. The book is divided into five sections: Section I, "Historical Background and Psychological Bases;" Section II, "Curriculum Content and Pedagogy;" Section III, "Special Problems;" Section IV, "School Organization for Mathematics Instruction;" Section V, "A Brief Look Ahead." Each section contains articles written by leading authorities in the fields of mathematics, mathematics education, and educational psychology. (Editor/FL)

ED 046 785

SE 010 759

Szabo, Michael

The Relationship of Intellectual, Personality, and Biographical Variables to Success and Its Prediction in an Independent Study Science Course at the College Level.

Pub Date 69

Note—179p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-8979, Microfilm \$3.00, Xerography \$8.20)

Document Not Available from EDRS.

Descriptors—*Achievement, *Biology, *College Science, Doctoral Theses, Evaluation, *Individualized Instruction, Personality, Predictive Measurement, *Student Characteristics

Selected intellectual, personality, and biographical variables were used in a multiple-correlation study to predict success in an independent study course and in a traditionally organized lecture-laboratory course in college biological science. The sample consisted of 630 Purdue undergraduates. Scores on the Guilford-Zimmerman temperament survey, high school grades in science, mathematics, social studies and English, high school graduation rank, CEEB and SAT scores, high school counselors rating of achievement-oriented personality variables, and biographical data from a 22-item instrument were used as predictor variables. Some additional variables were developed from interactions of these variables. There were differences in the best predictors of success on the two types of course. For example, verbal aptitude and prior science achievement were related to final grade in the traditional course, but high school social studies average was related to final grade in the independent study course. The addition of personality and biographical data to intellectual variables increased the efficiency of prediction. (Author/AL)

ED 046 786

SE 010 768

Henson, Kenneth Tyrone

An Identification of Earth Science Principles Pertinent to the Junior High School Programs, and an Analysis of the Eighth Grade Alabama Textbooks in Terms of the Principles Contained Therein.

Pub Date 69

Note—191p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-9354, Microfilm \$3.00, Xerography \$8.80)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Earth Science, Evaluation, *Instructional Materials, *Scientific Principles, *Secondary School Science, *Textbook Evaluation, Textbooks

The purpose of this study was to identify the earth science principles pertinent to current programs in general education at the junior high level, and to determine whether selected textbooks provide adequate representation of those principles. There were 121 principles identified as being essential to the understanding of these five earth science areas: astronomy, geology, meteorology, oceanography, and physical geography. From these principles 108 were selected as being pertinent to the general education program in junior high school. The findings indicate that Alabama earth science textbooks do not adequately represent principles pertinent to the understanding of the five earth science areas. (PR)

ED 046 787

SE 010 771

Schell, William Raymond

The Influence of the Passage of Time on Effects Resulting From Viewing Film on Drug Abuse.

Pub Date 69

Note—197p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-8200, Microfilm \$3.00, Xerography \$9.00)

Document Not Available from EDRS.

Descriptors—*Achievement, *Behavior, Behavioral Science Research, *Instruction, Instructional Films, *Learning Processes, *Retention, *Time Factors (Learning)

Examined was the influence of the passage of time on the effects resulting from viewing an instructional film and to corroborate the findings of a similar, earlier study. Eighth grade students (829) of a California suburban school district were assigned, in random groups, to varied treatments involving pretesting, film viewing, immediate posttesting, and delayed posttesting. A test designed to reflect local curricular objectives for a school program on drugs and narcotics was administered utilizing "fact" questions and statements on how the student "should" behave, and "would" behave. Level of significance at the 0.05

level revealed the following: (1) Immediate gains on "should" questions were no longer discernible nine weeks following film viewing; (2) Of the groups exposed to only the "fact" posttest, those taking the delayed test performed significantly less well than those tested immediately after film exposure; (3) "Would" questions showed smaller gains for film groups both on the immediate and on the delayed posttests than those found for the control groups viewing no film. (BL)

ED 046 788 SE 010 782

Minai, Asghar Talaye

Art, Science and Architecture: Architecture as a Dynamic Process of Structuring Matter-Energy in the Spatio-Temporal World.

Pub Date 69

Note—450p.

Available from—University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 70-7834, Microfilm \$5.75, Xerography \$20.25)

Document Not Available from EDRS.

Descriptors—*Architecture, *Art, Doctoral Theses, Ecology, *Environment, Philosophy, *Sciences, *Theories

Developed were methods of coordinating art and science in relation to the creation of the physical form of the environment. Such an approach has been directed towards a theory of form based on point theory or field theory in architecture and deals with the problem of potentiality or dispositional properties. Part I, Towards a Sociology of Knowledge and Form in Art and Science, is an exposition of the ideas leading up to the split between philosophies of art and science in environmental studies. A theoretical framework of man's relations to man and his environment is outlined and discussed, and the need for a new theoretical synthesis to overcome fragmentation of these subdivisions is presented. In Part II, Towards a New Theory in Architecture, after examining the validity and basis of prevailing theories of Man and Nature, the possibility of attaining a synthesis of art and science on a new theoretical level is considered. The questions of space, time, matter, and energy are challenged and such concepts as atomism, structuralism, quantum theory, and entropy are investigated in an effort to present notions which can be expanded through the application of field theory to architecture. The advantages of this theory over prevailing theories and the feasibility of its application are also considered. (BL)

ED 046 789 SE 010 812

Roe, Michael

Drugs and the Schools, Report of a Seminar Convened by the Canadian Education Association (1st, Toronto, Ontario, June 15-16, 1970).

Canadian Education Association, Toronto (Ontario).

Pub Date Jun 70

Note—50p.

Available from—The Canadian Education Assoc., 252 Bloor St. W., Toronto 5, Ontario (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Drug Abuse, Educational Problems, Educational Programs, *Opinions, School Community Cooperation, *School Responsibility, *Seminars, Student Problems

Contained in this report of a seminar convened by the Canadian Education Association in June, 1970, is a sampling of views and opinions of educators on the non-medical use of drugs among school-age young people. It presents a general overview of the considerations which must be taken into account before the schools can react with confidence and competence to the drug phenomenon. Principal points discussed included development of a central source for information on drugs, the role of students, educators, and outside professionals as well as the schools in helping to solve the drug problems, causes of the drug phenomenon, the need for realistic objectives, and the success of projects started in some school systems. Seminar sessions explored the schools' responsibilities and priorities, coordination of community resources, involvement of youth and parents, counseling-treatment-rehabilitation, developing school-community programs, and curriculum considerations. Delegates and program participants are also listed. (BL)

ED 046 790 24 SE 010 813

Mayer, William V.

A Model for Improving Biological Education in the 70's, An Experimental Instructional Module Dealing With the Environment of Man. Final Report.

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0087

Pub Date 15 Oct 70

Grant—OEG-8-9-150087-4007(010)

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, *Curriculum, Curriculum Development, *Environmental Education, Evaluation, *Interdisciplinary Approach, Program Descriptions, *Secondary School Science, Social Sciences

Identifiers—Biological Sciences Curriculum Study

The history of a Biological Sciences Curriculum Study project which developed procedures for producing instructional modules is outlined, the 33 critical steps in the developmental sequence are shown diagrammatically, and some steps are described in the text. The relationship of these tasks to the theoretical curriculum development literature is shown, and their application to the preparation of a pilot module, The Environment of Man, in a sequence of units with the theme: Man as a biological and social organism living in a finite environment, is described. The general objectives of the series intended for general high school students and a synopsis of the intended contents of the other seven modules are provided, together with a detailed specification of the objectives specific to the pilot module. A description of the student and teacher materials in the pilot module is given, and a model for field testing the materials for a formative evaluation described, although this was not completed when the report was prepared. Two attachments, Teachers Instructional Handbook for "Investigating Your Environment" and Student Response Book for "Investigating Your Environment," referred to in the text were not included in this collection. (AL)

ED 046 791 SE 010 815

Ferrante, Jeanne, Comp. Brandt, Walter, Comp.

Health Education, A Bibliography, Grades K-12.

Burnt Hills-Ballston Lake Central Schools, N.Y.

Pub Date 69

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographic Citations, *Health Education, Health Guides, Publications, *Reference Materials, Resource Materials

This bibliography of health education materials and supplemental information was compiled to aid teachers at all levels in locating sources of information in the field of health education. Organized on the basis of five strands suggested by the Bureau of School Health Education, New York State Education Department, notations are presented under topics entitled: Physical Health, Sociological Health Problems, Mental Health, Environmental and Community Health, and Education for Survival. Information is included relative to title, source, publication date, type of material, cost, and grade level. A brief annotation for each item is also given. (BL)

ED 046 792 SE 010 817

Downs, R. J. And Others

Light and Plants. A Series of Experiments Demonstrating Light Effects on Seed Germination, Plant Growth, and Plant Development.

Report No—Misc-Pub-879

Pub Date Mar 66

Note—20p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Biology, *Botany, *Experiments, *Instruction, Laboratory Procedures, Light, Plant Growth, *Science Activities, *Secondary School Science, Teaching Guides

A brief summary of the effects of light on plant germination, growth and development, including photoperiodism and pigment formation, introduces 18 experiments and demonstrations

which illustrate aspects of these effects. Detailed procedures for each exercise are given, the expected results outlined, and possible sources of difficulty discussed. In addition to a general bibliography of 19 references, supplementary reading is suggested for each exercise. The apparatus required is simple, and the experiments are suitable for school or college use. (AL)

ED 046 793 SE 010 818

Hawkins, Mary E., Ed.

Vital Views of the Environment.

National Science Teachers Association, Washington, D.C.

Pub Date 70

Note—36p.

Available from—National Science Teachers Assoc., NEA Publication Sales, 1201 16th St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Attitudes, Beliefs, *Conceptual Schemes, *Environment, *Environmental Education, *Opinions, *Science Education, Social Attitudes, Theories, Values

A selection of concepts related to the environment and of particular interest to science teachers are presented in this publication. Statements are brief, for the purpose is more to indicate the major ideas to be considered in relation to the environment than to develop any one of the themes. Those selected are basic to an understanding of the environment and relationships within it. Concepts are offered under headings entitled: Defining the Environment, The Commons and Free Goods, Environmental Problems are Systemic in Nature, The Values of Ecological Diversity, Adaptation and Evolution, Population Growth - Threat to the Future, Matter is Conserved, Energy Cycles, Pollution - Nature Overburdened, New Views of GNP and Economics, and Freedom Thrives in a Varied Environment. (BL)

ED 046 794 SE 010 840

Didday, Richard L.

The Simulation and Modeling of Distributed Information Processing in the Frog Visual System.

Stanford Univ., Calif. Stanford Electronics Lab.

Report No—SUL-SEL-70-060; TR-6112-1

Pub Date Aug 70

Note—211p.

Available from—National Technical Information Service, 5285 Port Royal Rd., Springfield, Va. 22151 (Microfiche \$0.95)

Document Not Available from EDRS.

Descriptors—Computers, Doctoral Theses, *Information Processing, *Models, *Neurology, Physiology, *Simulation, Visual Perception

Identifiers—Frogs

The report presents both a way of looking at perceptual mechanisms in nervous systems in terms of distributed information processing, and a way of creating computer models of parts of nervous systems. The first notion views a nervous system as a collection of interacting parallel-operating computation units, each of which has some part of the total information entering through the system's receptors. The second idea presumes that a precise communicable model would be of aid to nervous system researchers and shows one way of using a serial digital computer to model a parallel operating nervous network. These ideas are incorporated in a model of the visual system of the frog. (Author/AL)

SO

ED 046 795 SO 000 132

Lovell, Hugh, Ed. Ouchi, Albert, Ed.

Teachers Guide to Economics in Grade 8.

Oregon State Board of Education, Salem.

Pub Date 68

Note—134p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Concept Teaching, Curriculum Development, *Economic Education, Economics, *Fundamental Concepts, Grade 8, Learning Activities, Multimedia Instruction, Projects, *Resource Guides, Secondary Grades, Social Studies, State Curriculum Guides, *Teaching Guides, *United States History

Identifiers—DEEP. *Developmental Economic Education Program

This guide is one of a series intended to present a carefully designed plan to teach a progression of economic concepts in the elementary and secondary grades. The guides vary somewhat according to the grade level, however, they all follow the same general pattern. A table of contents lists a number of basic concepts or "Big Ideas" appropriate to the particular grade. These are expanded upon in the guide and accompanied by teaching activities, lists of books and other resources, and suggestions for evaluating student understanding of the material. All the guides include a brief section on "Major Ideas and Sub-Ideas of Modern Economics"; some include appendices with statistical or other information. Two basic concepts from this grade 8 guide are: 1) our country's record of economic growth began in the Colonial Period; and, 2) the American Revolution helped to substitute a relatively free economy for the tightly controlled Mercantile system. SO 000 631 through SO 000 635 represent guides for grades 2 through 5. The guides for grades 6, 7, and 9 will be available in the near future. A "Package Economics Course," offered through the Oregon Board of Education, Division of Continuing Education, is available for in-service training to be used in conjunction with the guides. (JLB)

ED 046 796 SO 000 370

Atkinson, James E. Environmental Quality and a Humanistic Approach to Teacher Education.

Pub Date Nov 70

Note—10p.; Paper presented at the Annual Convention, National Council for the Social Studies, New York, New York, November 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Methods, *Environmental Education, Humanities, *Interdisciplinary Approach, Models, *Moral Criticism, Social Studies, Social Values, *Teacher Education, Teacher Programs

Identifiers—*Values Education

This paper presents a way to incorporate environmental education in the classroom through the preparation of teachers. The approach suggested is to train teachers to use literature in the humanities as focal points around which environmental issues can be discussed and analyzed in the classroom by students. Sections from one non-fiction work and two novels are used to demonstrate the complexities and interdependency of the bio-social ecology. The emphasis within the proposal is on the analysis of values as they relate to the handling of the various aspects of the environment. (CWB)

ED 046 797 SO 000 437

Anderson, C. Arnold Conceptual Framework for Civic Education in Developing Societies.

Tufts Univ., Medford, Mass.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Jun 70

Note—38p.; Paper prepared for a Seminar on Civic Education and Development, Tufts University, Medford, Massachusetts, May, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizenship, *Civics, *Comparative Education, *Developing Nations, Educational Development, Educational Needs, Educational Problems, Nationalism, *Political Socialization, Socioeconomic Influences

There is increasing evidence that what we call civic education embraces only a part of the influences operating on a people, and may well be among the less important. There are a number of practical obstacles to the success of civic education in political socialization. The multifunctionality that allows schools to have so many favorable effects, for example, also assures that many instructional effects will inevitably be seen by some as a drag on progress. The loose and highly complex interconnections among the educational, political, and other components of a developing society suggest that caution must be exercised in proposals for new programs of instruction. One can expect that civics lessons will focus more upon symbols of nationhood than with behavior that would strengthen an individual citizen's responsibility for their share of the tasks of development. There are difficulties in rooting an effective system of political instruction, as well

as ambiguities and dilemmas arising in its implementation: the tension between tradition and modernity; multilingualism; gulfs between leaders and masses; pedagogic effects of a one-party government; needs for and effects of practical schooling; lack of well-prepared teachers; and the relationship of education and opportunities for mobility. (JLB)

ED 046 798

SO 000 440

Seifman, Eli

Twenty-Six National Social Studies Projects: Nassau and Suffolk County Utilization Survey. State Univ. of New York, Stony Brook.

Report No.—OP-2

Pub Date 70

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), Curriculum Evaluation, *Diffusion, *Instructional Innovation, *Projects, *Social Studies, Surveys

Identifiers—*New York

An article in the April 1970 issue of Social Education, "A Critical Appraisal of Twenty-Six National Social Studies Projects (EJ 018 397)," was discussed in a series of informal meetings of the Long Island Council for the Social Studies. In the process a number of questions were raised: 1) Just which of these projects are used locally? 2) Which school districts are using them? 3) At what grade levels are they being used? 4) What has reaction been to the use of any of these projects? In order to answer these questions, a survey was begun during the summer of 1970 in which questionnaires were sent to each superintendent and then to each social studies department chairman in the two counties. Certain observations were then made through an analysis of the responses: 1) all but three of the twenty-six projects were reported as being used locally; 2) utilization was higher at the secondary school level than at the elementary level; and, 3) all but two projects were reported as being used at the general grade level or levels for which they were originally intended. Qualifying comments were indicated on many questionnaires: 1) Several projects were merely under review; 2) single units had been used experimentally; and, 3) materials had been adapted, modified, used only in part, and used as sources in curriculum development. (SBE)

ED 046 799

SO 000 449

Nixon, Ila M., Ed.

Economic Education for Arkansas Elementary Schools. Teaching Guide.

Arkansas State Council on Economic Education, Little Rock.; Arkansas State Dept. of Education, Little Rock.; Little Rock Public Schools, Ark.

Pub Date 69

Note—317p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Citizenship, Concept Teaching, Continuous Progress Plan, Critical Thinking, *Curriculum Guides, *Economic Education, Educational Objectives, Elementary Grades, *Integrated Curriculum, Learning Activities, *Problem Solving, Social Problems, Social Studies Units, *Thematic Approach

The primary objective of this guide is to set forth goals of learning that will contribute to student achievement of economic literacy, suggest activities, and resources. It is a skeletal structure which teachers can incorporate into a continuous social studies curriculum, and other appropriate studies. The main purpose of economic education is to develop the problem-solving ability of children as it relates to personal and social problems. To accomplish this it is necessary to: 1) develop the child's ability to think analytically; 2) to help the child to relate his everyday experiences to the economic world; and, 3) develop sufficient knowledge of the basic structure of the subject so that a frame of reference can be established. A core of developmental concepts has been selected that can be extended through environmental, chronological, and logical sequences in line with grade progression. The topical areas are: the problem of scarcity, the economic goals of the nation, productive resources, the market economy of the United States, financial institutions, the circular flow, resource extenders, interdependence and trade, and economic analysis. Materials already in use in Arkansas have been drawn upon heavily: Parts I and II of the Joint Council's Developmental Economic Education Program (DEEP). (SBE)

ED 046 800

SO 000 459

The Negro in United States History. A Resource Guide (Tentative) for Grades 7 and 8.

Boston Public Schools, Mass.

Pub Date [70]

Note—160p.

Available from—Edward J. Winter, Secretary, Boston School Committee, 15 Beacon Street, Boston, Massachusetts 02108 (\$5.00)

Document Not Available from EDRS.

Descriptors—*African American Studies, Concept Teaching, Cultural Awareness, *Curriculum Guides, Discussion (Teaching Technique), Ethnic Studies, Grade 7, Grade 8, Learning Activities, *Negro History, Negro Role, Resource Guides, Secondary Grades, *Social Studies Units, *United States History

Identifiers—Boston, *Massachusetts

This resource guide has been developed by a curriculum team of Boston teachers and the staff of the Lincoln Filene Center at Tufts University to provide the social studies teacher with materials suitable for delineating the role of the Black man and the meaning of the Black experience in United States History. The Black experience is woven into the mainstream of American History and is presented within the traditionally organized chronological United States History curriculum throughout the school year. The curriculum provides for considerable student participation in the teaching-learning process and is concerned with both the cognitive and the affective domains of Black history. The units are divided into four parts: 1) Basic Observations: to provide the teacher with insights into the most important concepts and standard historical interpretation in each period from the pre-Revolutionary period to the present; 2) Documentary Material: to supplement school texts, and to include content questions and discussion questions to supplement standard lessons; 3) Related Learning Activities: a medium to be used to enrich the curriculum and increase student involvement; and 4) Suggested Readings: a research tool for independent study. This guide is provisional in nature. (SBE)

ED 046 801

SO 000 460

Curriculum Guide: Social Science. Elementary.

Boston Public Schools, Mass.

Pub Date 69

Note—361p.

Available from—Edward J. Winter, Secretary, Boston School Committee, 15 Beacon Street, Boston, Massachusetts 02108 (\$2.75)

Document Not Available from EDRS.

Descriptors—*Citizenship, *Curriculum Guides, Elementary School Curriculum, Environmental Education, *Ethnic Studies, Humanities, *Human Relations Units, Intercultural Programs, Interdisciplinary Approach, Resource Guides, Self Concept, Socialization, Social Sciences, *Social Studies

Identifiers—Boston, *Massachusetts

The purpose of this curriculum guide is the development of those understandings, attitudes, and skills necessary for effective and responsible democratic citizenship. This curriculum hopes to develop in each child the realization of his own uniqueness, dignity, and worth and an awareness of these characteristics in others through the structure of its activities. This program is based upon the interrelated disciplines of the social sciences: economics, geography, history, sociology, anthropology, and political science. Unlike previous curricula, which drew boundaries between subject areas, it is recommended that this program be interrelated with all other curricular areas, especially art, music, literature, and language arts. This program is rooted in the premises of a democratic society: self-realization, responsibility for the general welfare, and faith in shared intelligence. An in-depth study of ethnic groups was decided upon in order to help the child appreciate the cultural diversity of his environment, to understand individuals from different backgrounds, and to be able to relate well to them. Capitalizing on the mixture of people in our urban society, the program includes an in-depth study of seven ethnic groups living in the Boston area: Afro-American, American Indian, Chinese, Irish, Italian, Jewish, and Puerto Rican. (Author)

ED 046 802

SO 000 461

Curriculum Guide: Social Science. Primary.

Boston Public Schools, Mass.

Pub Date 69

Note—389p.

Available from—Edward J. Winter, Secretary,
Boston School Committee, 15 Beacon Street,
Boston, Massachusetts 02108 (\$2.75)
Document Not Available from EDRS.

Descriptors—*Citizenship, *Curriculum Guides,
Elementary School Curriculum, Environmental
Education, *Ethnic Studies, Humanities, *Human
Relations Units, Intercultural Programs,
Interdisciplinary Approach, Primary Grades,
Resource Guides, Self Concept, Socialization,
Social Sciences, *Social Studies
Identifiers—Boston, *Massachusetts

The purpose of this curriculum is to guide the child in decision-making in the areas of citizenship and human relations, to develop an understanding of his immediate environment and the larger environment of the world in which he lives, to help the child to adapt to our changing society and its changing demands. We hope to accomplish these goals through the development of some of the major principles of the social sciences, namely: anthropology, sociology, geography, economics, history, and political science. We hope to instill in each child an appreciation of his own worth as an individual and the worth of others with whom he may be in contact, through participation in group activities in school. Each child needs to have a feeling of belonging to groups which may broaden his horizons and expand his expectations. A multidisciplinary approach is used including language arts, literature, art, and music. The teacher should use this document as a guide rather than as a prescription. Flexibility is built into the guide which may be supplemented by the creativity of the individual teacher taking into consideration the needs of the children within her class. In addition to the ethnic groups section, sections on the individual, the family, the community, the City of Boston, and a unit plan on transportation are included. (Author/SLD)

ED 046 803 SO 000 468

Kurfman, Dana And Others

Japan. Evaluation Report From a Limited School Trial of a Teaching Unit of the High School Geography Project.

High School Geography Project, Boulder, Colo.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date 68

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Area Studies, Concept Teaching, Curriculum Development, *Curriculum Evaluation, Economics, Environmental Education, *Field Studies, *Geography, Inductive Methods, Learning Activities, National Demography, Secondary Grades, Social Studies Units, *Urban Areas

Identifiers—High School Geography Project, HSGP, *Japan

The school trials of the materials developed by this project yield information relevant to three evaluative criteria: student attitude toward the material, teacher attitude, and the attainment of unit objectives. Eleven teachers were selected involving approximately 300 ninth through twelfth grade students. Estimates of verbal aptitude were obtained by administering the verbal section of the Cooperative School and College Ability Test (SCAT) Form 3B. A unit test was administered before and after the unit. The ratings and recommendations from student and teacher questionnaires are given for the unit as a whole and for each of these seven activities: 1) Introduction; 2) Modernization and Population Growth; 3) Life of a Japanese Family; 4) Population in Pre-Modern Japan; 5) Redistribution of Population in Modern Japan; 6) Distribution of Economic Activities and Population; and, 7) Case Studies: Mitaka and Niike. Two major findings indicated that the methodology involved in the unit was too complex for students; and, the low 8 per cent increment from the pretest to the posttest indicated minimal attainment of the unit objectives. The unit test, the questionnaires, and the statistics are appended. Other related documents are: SO 000 430, SO 000 431, SO 000 432, SO 000 433, SO 000 434, SO 000 469, SO 000 470, SO 000 471, SO 000 472. (SBE)

ED 046 804 SO 000 469

Kurfman, Dana And Others

The Geography of Culture Change. Evaluation Report from a Limited School Trial of a Teaching Unit of the High School Geography Project.

High School Geography Project, Boulder, Colo.

Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date 15 Apr 68

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Concept Teaching, *Cross Cultural Studies, *Cultural Awareness, Curriculum Development, *Curriculum Evaluation, Educational Games, Environmental Education, *Field Studies, *Geography, Inductive Methods, Learning Activities, Secondary Grades, Social Studies Units

Identifiers—*High School Geography Project, HSGP

The methodology used in the evaluation of this unit is the same as that described in SO 000 468. Twenty-seven teachers were selected for the field trial thereby involving approximately 1,250 ninth through twelfth grade students. This unit has six integral activities and one optional scheduled as the second activity: 1) Operation Bigger Beef; 2) Games Illustrating the Spread of Ideas; 3) A Lesson from Sports; 4) European Expansion; 5) Canada: A Regional Problem; 6) Different Ideas About Cattle; and, 7) Culture Change, a Trend Toward Uniformity. Some of the specific conceptual objectives are an understanding of: cultural diffusion, cultural regions, cultural relativity and interdependence, the increasing similarities among cultures around the world, and the complexity of culture and cultural change. The unit test concerning the attainment of the unit objectives indicate that activities 2, 3, 4, 6, and 7 were effective in communicating their major objectives. The ratings on the effectiveness of the unit as a whole and the individual activities as to student and teacher interest, enjoyment, and student learning are given. A number of revisions are suggested for each activity. See SO 000 468 for a list of the related reports. (SBE)

ED 046 805 SO 000 470

Richburg, Robert And Others

Agriculture. Evaluation Report from a Limited School Trial of a Teaching Unit of the High School Geography Project.

High School Geography Project, Boulder, Colo.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date 7 Jun 68

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Agronomy, Concept Teaching, Curriculum Development, *Curriculum Evaluation, Educational Games, *Environmental Education, *Field Studies, *Geography, Hunger, Inductive Methods, Learning Activities, Secondary Grades, Social Studies Units

Identifiers—*High School Geography Project, HSGP

The methodology used in the evaluation of this unit is the same as that described in SO 000 468. Eleven teachers were selected for the field trial thereby involving approximately 300 ninth through twelfth grade students. This unit has five integral activities: 1) Hunger; 2) Agricultural Realm; 3) Interviews with Farmers; 4) Game of Farming; and, 5) Hunger Revisited. Some of the specific conceptual objectives are an understanding of: the physical, economic, and cultural factors associated with areas of the world where hunger is a problem; interrelationships that exist between various crop and livestock distributions within the agricultural realm; and, the farmer's decision-making process and the factors that influence his choice. Skill development objectives included: the ability to read graphs, and the ability to make inferences from a combination of map and prose sources. The unit test concerning the attainment of the unit objectives indicate a 9 to 14 per cent increase in understandings and skills. The ratings on the effectiveness of the unit as a whole and the individual activities as to student and teacher interest, enjoyment, and student learning are given. A number of revisions are suggested for each activity. See SO 000 468 for a list of the related reports. (SBE)

ED 046 806 SO 000 471

Kurfman, Dana And Others

Growth of Cities: Evaluation Report from a Limited School Trial of a Teaching Unit of the High School Geography Project.

High School Geography Project, Boulder, Colo.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date 19 Mar 68

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Concept Teaching, Curriculum Development, *Curriculum Evaluation, Demography, Economics, *Environmental Education, *Field Studies, *Geography, Inductive Methods, Land Use, Learning Activities, Secondary Grades, Simulation, Social Studies Units, *Urban Areas

Identifiers—*High School Geography Project, HSGP

The methodology used in the evaluation of this unit is the same as that described in SO 000 468. Twenty-seven teachers were selected for the field trial thereby involving approximately 1,250 ninth through twelfth grade students. This unit has five integral activities and two optional ones: 1) Site Selection; 2) A Few American Cities; 3) Local Community Site Considerations; 4) Burges: The Fortunes of a Medieval City; 5) The Story of Portville; 6) Time-Distance; and, 7) Models of City Form. Some of the specific conceptual objectives are an understanding of: the factors that influence the location and growth of urban settlements; the changing nature of these variables of location and growth; the factors that influence urban land uses; how a number of variables like population and income are likely to be distributed in an urban area; and, the decisions that must often be made with insufficient information. The unit test concerning the attainment of the unit objectives indicate a 10 to 18 per cent increase in understandings and skills. Two exceptions showed an increase of 53 and 3 per cent. The ratings on the effectiveness of the unit as a whole and the individual activities as to student and teacher interest, enjoyment, and student learning are given. A number of revisions are suggested for each activity. See SO 000 468 for a list of the related reports. (SBE)

ED 046 807 SO 000 472

Kurfman, Dana And Others

High School Geography Project: Geography of Cities. Abbreviated Evaluation Report.

High School Geography Project, Boulder, Colo.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date Dec 68

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Concept Teaching, Curriculum Development, *Curriculum Evaluation, Demography, Economics, *Environmental Education, *Field Studies, *Geography, Inductive Methods, Land Use, Learning Activities, Secondary Grades, Simulation, Social Studies Units, *Urban Areas

Identifiers—*High School Geography Project, HSGP

The methodology used in the evaluation of this unit is the same as that described in SO 000 468. Twenty-nine teachers were selected for the field trial thereby involving approximately 950 ninth through twelfth grade students. This unit has eight integral activities as well as six optional ones: 1) City Location and Growth; 2) New Orleans; 3) Models of City Form; 4) Portville; 5) Shopping Trips and Trade Areas; 6) A Model of Settlement Systems; 7) Time Place and the Model; and, 8) Cities with Special Functions. The unit test concerning the attainment of the unit objectives indicated an 8 to 22 per cent increase in understandings and skills. The ratings on the effectiveness of the unit as a whole and the individual activities as to student and teacher interest, enjoyment, and student learning were: activities 2, 4, 8—excellent; activities 1, 3, 5—good; activity 7—fair; and activity 6—poor. A number of revisions are suggested for each activity. See SO 000 468 for a list of the related reports. (SBE)

ED 046 808 SO 000 473

Social Studies for EMR Pupils. A Course of Study for Junior High Schools.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
Report No.—PUB-X-90

Pub Date 69

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Citizenship, Course Objectives, *Curriculum Guides, *Educable Mentally Handicapped, Individual Development, *Social Adjustment, *Social Development, Socialization, *Social Studies Units, Values

This course of study for the educable mentally retarded is one of three publications designed to provide for the sequential development of well adjusted, contributing, and self-supporting members of the community. It provides a developmental outline of learning activities and suggestions relating to instructional procedures. The specific objectives for the seventh grade include: 1) developing self-realization; 2) understanding and adjusting to the contemporary scene; 3) recognizing the value, function, and responsibility of the family in relationships with school, church, community, state, and nation; and 4) understanding how geography affects our culture. Those for the eighth grade pupils are: 1) becoming a responsible citizen; 2) becoming aware of historical events and appreciating the American way of life; and, 3) appreciating man's need for security and peace, understanding the United Nations. Ninth graders will be: 1) learning about and understanding the way of life of people of other nations; 2) getting acquainted with occupational opportunities and developing economic efficiency; and, 3) making proper use of leisure time. The teacher resource materials are discussed in SO 000 474. (SBE)

ED 046 809 SO 000 474
Social Studies for EMR Pupils: Teachers Resource Material. An Instructional Bulletin for Junior High Schools.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
Report No.—PUB-SC-686
Pub Date 70
Note—232p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adjustment (to Environment), Citizenship, Curriculum Guides, *Educable Mentally Handicapped, Individual Development, Learning Activities, Lesson Plans, *Social Adjustment, *Social Development, Socialization, *Social Studies Units, Teaching Guides, Values

This curriculum guide is designed for both new and experienced teachers of educable mentally retarded pupils. It contains an explanation of the life-problem curricular concept and a discussion of the psychology of learning applicable to these pupils. Each section of the guide corresponds to the specific objectives listed in SO 000 473. They include expected outcomes, suggested learning experiences, discussion and review questions, and lists of materials with which the sample lesson plans can be implemented. (SBE)

ED 046 810 SO 000 489
Male, George A.

Education in France.
Office of Education (DHEW), Washington, D.C.
Report No.—Bull-1963-33; OE-14091
Pub Date 63
Note—215p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Comparative Education, Curriculum, *Educational Administration, Educational Development, *Educational History, Educational Methods, Educational Needs, *Educational Philosophy, *Educational Practice, Elementary Education, Higher Education, Preschool Education, Secondary Education, Socioeconomic Influences, Teacher Education, Vocational Education

Identifiers—*France

"The broader perspective gained from examining educational systems of other countries has long been important and is especially so at the present time. France is of particular interest because of its strong educational traditions and its dedication to democratic principles. In the process of gathering information for this study, the author visited schools in France, interviewed teachers and other school officials, and analyzed materials published in France, as well as those in the U.S." Major chapters in the 200-page study included: History of French Education; Administrative Structure; Nursery School and Kindergarten; The Elementary School; Academic Secondary Education; Vocational Education; and Higher Education in France. Curriculum, teacher training, teaching methods, examinations, subjects, and enrollments, to mention a few, were included. Some highlights were: school enrollments have rapidly increased in France; the amount and kind of education needed is changing with shifts in the French economy; and educational reform in France included raising the compulsory school

age, paying more attention to student aptitudes, and allowing higher status for vocational education. (Author/SLD)

ED 046 811 SO 000 490

King, Margaret L. Male, George A.
Sweden. Educational Data.
Office of Education (DHEW), Washington, D.C.
Report No.—OE-14034-78
Pub Date 65
Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, *Educational Administration, Educational Development, Educational History, Educational Policy, *Educational Practice, *Educational Programs, Elementary Education, Higher Education, Preschool Education, Secondary Education, Special Education, Vocational Education

Identifiers—*Sweden

Today Sweden has a highly developed comprehensive system of public elementary and secondary schools, along with universities and other institutions of higher education. Most of the actual administration of educational matters is the responsibility of three appointed national government agencies operating under the overall jurisdiction of the Minister of Education and Ecclesiastical Affairs—National Board of Education, Board of Institutes of Technology, Office of the Chancellor of Universities. Most types of schools are operated by local school committees. Financing of education comes from the National Government and the Municipalities. Compulsory schooling begins at the age of seven and lasts for seven years. Because a number of types of older secondary schools exist, there are several paths open to the student—upper secondary schools, vocational schools, or art and music schools. Sweden has four universities, two higher technological institutions, and fifteen special institutions of higher education. As far as teacher education is concerned, students usually begin teacher training midway through secondary school. Folk High Schools are the chief means of carrying on adult education activities. Special education is also an integral part of the educational system. (SBE)

ED 046 812 SO 000 491

Freeburger, Adela R. Haugh, Charles C.
Education in Chile.

Office of Education (DHEW), Washington, D.C.
Report No.—Bull-1964-10; OE-14096
Pub Date 64
Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Degree Requirements, *Educational Administration, Educational Policy, *Educational Practice, *Educational Programs, Elementary Education, Preschool Education, Private Schools, Secondary Education, Teacher Education, Vocational Education

Identifiers—*Chile, South America

This overview of Chilean education from kindergarten to the university level is broken down into: 1) background and organizational structure; 2) brief descriptions of each level as well as of vocational, teacher, and adult education; 3) trends and developments; 4) a glossary of Spanish educational terms; and, 5) some statistics and descriptions concerning specific schools and universities in the country (the figures are for the year 1960). A selected bibliography is included. (CWB)

ED 046 813 SO 000 492

Sanchez, George I.
The Development of Education in Venezuela.
Office of Education (DHEW), Washington, D.C.
Report No.—Bull-1963-7; OE-14086
Pub Date 63
Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Comparative Education, *Educational Administration, Educational Development, *Educational History, Educational Philosophy, *Educational Practice, *Educational Problems, Educational Programs, Elementary Education, Government Role, Higher Education, Humanities, Secondary Education, Socioeconomic Influences, Vocational Education

Identifiers—South America, *Venezuela

The present study aims to bring to the reader an understanding of Venezuela's educational patterns, needs, and development within the framework of the country's economic and social situation. Much of this report is devoted to historical backgrounds—to cultural development, politics, immigration, economics, and international attitudes—to give meaning to the facts of its educational situation. Attention is called to the numerous problems which face the educator and the government. Along every rung of the educational ladder, from the preschool on up through the university, challenges arise in all directions including the administrative, financial, curricular, and philosophical. In the final chapter, the author criticizes some phases of educational policy, educational philosophy, or the lack of carefully thought-out and balanced educational philosophy. Educational development is seen as a problem in social psychology. (SBE)

ED 046 814 SO 000 493

Gill, Clark C.
Education and Social Change in Chile.
Office of Education (DHEW), Washington, D.C.
Report No.—Bull-7; OE-14111
Pub Date 66
Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Comparative Education, *Educational Administration, Educational Development, *Educational History, *Educational Practice, *Educational Problems, Educational Programs, Elementary Education, Financial Support, General Education, Government Role, Higher Education, Preschool Education, Secondary Education, Socioeconomic Influences, Teacher Education, Vocational Education

Identifiers—*Chile, Latin America

Chapter 1 sets forth some of the salient geographic, economic, political, social, and historical factors of the setting in which the educational system functions. Since present-day problems in education continue to reflect the unsolved problems of the past, chapter 2 discusses some of the major historical landmarks. The educational system is divided into four distinct levels: preschool, elementary, secondary, and higher education with each level embracing schools of different types to satisfy specific characteristics and needs of the school population. Chapters 3 through 8 discuss each level with regards to: administration, organization, enrollment, finance, schedules, courses of study, admissions, grading and testing, teacher qualifications, and criticisms and problems. Chapter 9 concerns Chile's teachers—their preparation, their working conditions, and their problems. Finally, numerous government, quasi-government, and private agencies sponsor educational and related services. Chapter 10 and 11 briefly describe some of the major programs: adult education, social and economic student assistance; and, the nature of the financial and technical assistance received from the United States, agencies of the United Nations, various inter-American organizations, and other governments. (SBE)

ED 046 815 SO 000 509

A Conceptual Framework for the Social Studies in Wisconsin Schools.
Wisconsin State Dept. of Public Instruction,
Madison.

Report No.—Bull-145
Pub Date 67
Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, Conceptual Schemes, *Curriculum Development, Economics, Elementary Grades, *Fundamental Concepts, Geography, History, *Models, Political Science, Secondary Grades, *Social Sciences, *Social Studies, Sociology, State Curriculum Guides

Identifiers—Structure of Knowledge, *Wisconsin

This publication is based on the belief that identifying fundamental, though flexible, ideas and using them to recognize and deal with new problems are the most important aspects of a social studies program. Revised from the first printing in 1964, this bulletin suggests to teachers and curriculum supervisors one possible method for organizing the social studies subject matter in a meaningful pattern on a K through 12 basis, within a given year of instruction, or within a single teaching unit. Introductory statements are provided about the nature of Economics, Geography, History, Anthropology-Sociology, and

Political Science and how each relates to the social studies. Basic concepts from each of these disciplines are identified and incorporated into major discipline generalizations. The major portion of the booklet is devoted to outlining developmental variants of these generalizations for each grade level. (JLB)

ED 046 816 SO 000 516

Newton, Richard F.

A New Parity Formula: Triple T.
Pub Date Nov 70

Note—10p.; Paper presented at the Annual Convention, National Council for the Social Studies, New York, New York, November 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, Educational Change, Graduate Students, *Graduate Study, Individual Power, Organizational Change, *Organizational Climate, *Power Structure, Preservice Education, Professional Recognition, Projects, Status Need, *Student College Relationship, *Teacher Educator Education

Identifiers—*Project for Training Teacher Trainers, TTT

Triple T, a graduate project to educate (train) teacher trainers, allows participants to view the schools as a total system and gives educators a means of training people to change that system. It offers an opportunity to develop an alternative means for graduate education. An important element in this program is parity. While parity is more a feeling of having equal power in the decision making process than a result of organizational design, it is essential that the structure not hinder attempts at this power, and that some mechanisms for achieving parity exist. The concern here is with how parity exists between individuals in the university. One major problem is the role of the graduate student—he is thought of as a full member of the university by everyone except the faculty. In any TTT project, this relationship must be altered if the concept of parity is to have any meaning. If TTT is successful, institutional change will follow. Suggested elements of an organizational structure which would allow parity are: 1) New graduate students should select graduate committee from people sympathetic to TTT objectives, but not presently active in it; 2) No course work, for grades, should be taken from any professor he is currently working with on the project; and, 3) No credit should be "earned" in a TTT program. If it seems important that a student receive credit, it should be given. (JLB)

ED 046 817 SO 000 517

Ferguson, Patrick

The Effect of Federal Desegregation Orders on Social Studies Instruction in the South.

Pub Date 24 Nov 70

Note—13p.; Paper presented at the Annual Convention, National Council for the Social Studies, New York, New York, November 1970

Available from—Patrick Ferguson, Department of Secondary Education, University of Alabama, University, Alabama 35486

Document Not Available from EDRS.

Descriptors—*Educational Quality, Educational Research, Equal Education, *Integration Effects, Negro Education, Negro Students, Negro Teachers, *School Integration, *Social Studies, *Southern Schools, Student Attitudes, Teacher Attitudes

Identifiers—Alabama, Mississippi

This study examines the effect of school desegregation upon instructional content, teacher qualifications and assignments, and teacher and student attitudes in social studies classes. Questionnaires, interviews, and classroom observations were the techniques employed to gather data from 85 Negro and white teachers, 120 Negro and 95 white students, in 22 junior and senior high schools in Alabama and Mississippi. Results were as follows: 1) There has not been a significant reduction in overall quality of social studies instruction as a result of desegregation; 2) There has been no change in the content offered or the instructional materials; 3) There has been no significant reduction in teacher qualifications. Increases in teaching assignments in other fields have not significantly reduced teachers' capacities to offer equivalent instruction; 4) Teachers are avoiding discussion of controversial issues in their classrooms; 5) There are considerable differences between white and black teachers on desirability of curriculum change, kinds of classroom

problems encountered, and acceptance of teachers of opposite race; and 6) Teachers are doing little to promote communication and interaction between students of the two races in the classroom. That the nature quality of social studies instruction has been maintained is encouraging, but there is reason for concern. (Author/JLB)

ED 046 818 SO 000 518

Keller, Clair W.

Training Teachers to Teach Inquiry Through the Use of "Inquiry Models" in the Teaching of College History Courses.

Pub Date 24 Nov 70

Note—11p.; Paper presented at the Annual Convention, National Council for the Social Studies, New York, New York, November 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, *History Instruction, Inductive Methods, *Inquiry Training, *Revolutionary War (United States), Secondary School Teachers, Student Participation, *Teacher Education, *Teaching Models

Much of the responsibility for poor teaching of history at the secondary level lies with those who teach college history rather than those who teach teachers. One approach to new methods of history instruction is the development and use of inquiry models. Crucial to this approach is the involvement of students and teacher in model building—an element frequently lacking in "packaged inquiry" materials, which often stifle the opportunity for self-generated questions and pre-define the scope of investigation. The most difficult task of model building is getting students to understand the process and ask the kinds of questions which will enable them to gather the data needed to accomplish the goals—in the example used here—determining the causes of the American Revolution. Once this is accomplished, it is time to begin actual model building, which consists of 3 steps: 1) determine area of investigation, 2) establish requirements for solving problem, and 3) gather data. The model has several uses—for investigation, as shown here, for evaluating historical interpretations, and hypothesis testing. Finally, to determine whether students can build inquiry models, one can use individual models, or devise an exam which tests this ability. ("Steps in Model Building" and "Inquiry Model for the Causes of the American Revolution" are appended.) (JLB)

ED 046 819 SO 000 520

Contributions of Black Americans, Indian Americans, Mexican Americans and Asian Americans to American History.

Santa Clara County Office of Education, San Jose, Calif.

Pub Date 2 Jul 70

Note—122p.

Available from—Publications Department, Santa Clara County Office of Education, 45 Santa Teresa Street, San Jose, California 95110 (\$3.00; \$3.15 for California Residents)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—American Indians, Behavioral Objectives, Chinese Americans, Concept Teaching, *Curriculum Guides, Elementary Grades, *Ethnic Studies, Humanities, Interdisciplinary Approach, Japanese Americans, *Learning Activities, Mexican Americans, Multimedia Instruction, Negro History, *Resource Guides, Secondary Grades, Social Sciences, Social Studies Units, *United States History

Identifiers—*California

The teacher resource guide for grades K through 12 was developed by a multi ethnic committee of educators to comply with the California Education code. "Instruction in the social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups to the economic, political, social and cultural development of California and the United States". The main concept for each unit is identified at the top of each page and further developed in a content column. In addition, the learning activities are identified along with suggested resources. Extensive bibliographies include such things as: books, audiovisual materials, journal articles, pamphlets, picture books, other resource guides, curriculum bulletins, unpublished manuscripts, reports, and human resources. However, those who wish to use this

guide should select, expand, or enrich the material to meet the unique local needs of teachers and students. (SBE)

ED 046 820 SO 000 522

Archaeology in Delaware. Pupil's Guide.

Delaware State Dept. of Public Instruction, Dover.

Pub Date Jul 69

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, American Indians, *Archaeology, *Curriculum Guides, *Grade 4, *Instructional Materials, Intermediate Grades, Junior High Schools, Multimedia Instruction, State Curriculum Guides

Identifiers—*Delaware

The archeology of Delaware, for all practical purposes meaning Indian prehistory, is the focus of this set consisting of teacher's and pupil's guides. Intended primarily for use at the fourth grade level, the material can successfully be adapted for use in grades 5 through 8. The teacher's guide is flexible and non-structured, allowing for individual situations and ideas. It contains references to source material, a glossary, possible topics for discussion, suggestions for the utilization of multimedia materials, and several illustrations designed for the purpose of producing transparencies. The pupil's guide is a well-illustrated introduction to the nature and methods of archeology, emphasizing similarities between human communities. A final section presents a cultural reconstruction of Delaware Indians before the arrival of Europeans. (JLB)

ED 046 821 SO 000 524

Updating Social Studies in West Virginia: Illustrative Teaching Units.

West Virginia State Dept. of Education, Charleston.

Pub Date 1 Mar 70

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Concept Teaching, Conservation Education, Democracy, Elementary Grades, *Instructional Materials, *Learning Activities, Leisure Time, Religion, Secondary Grades, *Social Studies Units, Sociology, *Teaching Guides, United States History

Identifiers—Project for Training Teacher Trainers, TTT, West Virginia

These teaching guides, which grew out of the activities of a curriculum practicum in West Virginia, attempt to build learning around key human relations concepts and readily available data. There are eleven, independent units on wide-ranging topics within the social studies, among them: The American Indian, Religion and Law in America, Man's Leisure, Conservation, and Political Parties in a Representative Democracy. Each unit is focused around one of the fifteen "Organizing Themes" outlined in an appendix, which were developed to help define the scope of social studies learning in grades K-12 and construct a framework for local curriculum development. The unit on The American Indian, for example, is organized around Theme No. 10, "In a complex, highly specialized, multi-ethnic society, values may conflict and create moral and ethical dilemmas for its members." Each guide contains the following sections: Organizing Theme, What is to be Taught, Basic Concepts, Content and Material, Activities, and Evaluation. A bibliography and some of the instructional materials, such as transcriptions of newspaper articles, etc., accompany each unit. The guides range in level from grades K-12. (JLB)

ED 046 822 SO 000 528

Suggested Guidelines for Consumer Education.

Grades K through 12.

President's Committee on Consumer Interests, Washington, D.C.

Pub Date Nov 70

Note—63p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.65)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Community Resources, Consumer Economics, *Consumer Education, Curriculum Development, *Curriculum Guides, *Economic Education, Elementary Grades, Individualized

Curriculum, Interdisciplinary Approach, Kindergarten, *Learning Activities, Money Management, *Resource Guides, Secondary Grades, Team Teaching, Thematic Approach

This curriculum guide, in addition to offering a brief rationale and introduction to consumer education, presents specific suggestions for initiating or developing an individual program. There are generally considered to be four possible methods of implementation: 1) the individual teacher; 2) a team approach; 3) an interdisciplinary structure; or, 4) one that involves all relevant agents in the social system. Consideration is given to establishing instructional objectives and creating the necessary climate conducive to teaching and learning. Each teacher must develop his own course content based on the needs and interests of his students, but four interrelated, broad topics with introductory concepts are suggested here: 1) the consumer as an individual; 2) the consumer as a member of society; 3) his alternatives in the marketplace; and, 4) his rights and responsibilities. Each topic area includes samples of various types of learning activities divided into grades of K-3, 4-6, 7-9, and 10-12. Noting that curriculum development in consumer education requires the assistance and support of many, the roles played by various agents are discussed—the administrator, teacher, federal government, and consumer organizations. Use of outside resources is encouraged, and an annotated listing of instructional and institutional resources is included. (JLB)

ED 046 823 SO 000 535

Selected Bibliography of Polish Educational Materials. Volume 9, Number 3.

Central Inst. for Scientific, Technical and Economic Information, Warsaw (Poland). Scientific Publications Foreign Cooperation Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-70-55011-3

Pub Date 70

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, *Comparative Education, Curriculum, Educational History, Educational Legislation, Educational Needs, Educational Problems, Elementary Education, Higher Education, Secondary Education, Teachers, Vocational Education

Identifiers—Eastern Europe, *Poland

Lengthy abstracts in English are provided for each of the items listed in this bibliography of Polish materials on education. Contents are organized as follows: History of Education; Laws and Legislation; General Information on Education; Social and Educational Sciences; The Teacher's Profession; Schools and Institutions (by type or level); and Miscellaneous topics. Most of the materials cited in this issue were published between February and May 1969. Volume 9, Number 1 of this publication is represented by ED 041 281. (JLB)

ED 046 824 SO 000 536

A Guide to Intergroup Education in Maryland Schools.

Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Pub Date 70

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Curriculum Guides, Educational Objectives, Elementary Grades, Ethnic Relations, *Human Relations Programs, *Intergroup Education, *Race Relations, Racial Attitudes, Secondary Grades, *Socialization, Social Values, State Curriculum Guides

This guide for teachers K-12 is intended to provide knowledge and techniques of implementation on the subject of eliminating prejudice in the schools. Background knowledge is given in the form of objectives of schools and in the nature of prejudice. Implementation methods are suggested for use in the classroom as well as for the use of resources in the community to change negative attitudes toward minority groups. The role which agencies, educational officials, and organizations in the community can play are given also. Suggestions which the teacher can follow to prepare himself as a model are offered. A final section deals with a summary of the legal aspects of individual rights. (CWB)

ED 046 825

SO 000 537

Ahern, John

Teaching Methods Courses in an Inner City School.

Pub Date Nov 70

Note—6p.; Paper presented at the Annual Convention, National Council for the Social Studies, New York, New York, November, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Schools, Disadvantaged Youth, Elementary Grades, Inner City, Instructional Innovation, *Methods Courses, *Minority Group Children, Negro Students, *Preservice Education, Social Studies, *Teaching Experience, *Team Teaching, Urban Teaching

Identifiers—Toledo University

Students of urban, commuter universities frequently make unlikely candidates for a team teaching situation in a black elementary school. Methods teachers at the University of Toledo, therefore, decided to hold classes at a multi-unit school in the Toledo ghetto. The objectives were twofold: to teach undergraduates how to team teach social studies, and provide an opportunity to teach black children. Students were formed into nine teaching teams, about two per grade level. All members of a team received the same grade. Teams were given the responsibility for planning a social studies curriculum unit which they would then teach to a group of 6 to 12 black children two afternoons per week for five weeks. Lectures, which later became discussion sessions, and evaluation and planning time accompanied the teaching experience. As the students got to know the children, they made progressively fewer presentations and used more techniques to get the children involved in the learning process. The objectives were achieved, largely because: the ratio of child to teacher was small; the team concept allowed differing levels of creativity to be equalized; topics chosen by the undergraduates were relevant; and the availability of planning time encouraged the students to be flexible. (JLB)

ED 046 826

SO 000 538

Stegner, Robert W.

Characteristics of a Model K-12 Population Education Program.

Pub Date 24 Nov 70

Note—10p.; Paper presented at the College and University Meetings, National Council for the Social Studies, New York, New York, November 24, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conceptual Schemes, *Curriculum Development, Curriculum Planning, Educational Needs, Elementary Grades, *Environmental Education, *Interdisciplinary Approach, *Problem Solving, Program Descriptions, Secondary Grades, Sex Education

Identifiers—Ecosystem, *Population Education

The population Curriculum Study of the University of Delaware proposes a school program to develop a comprehensive knowledge and understanding of man in his environment. The central theme of the Population Curriculum Study is: MAN IS PART OF A NATURAL SYSTEM, AND IS ULTIMATELY SUBJECT TO THE LIMITS OF THE SYSTEM. We are thinking of population education not merely as training to bring about a decline in the population growth rate but rather as the central theme of the entire educational enterprise, encompassing the needs and behavior of man, his population and his environment, and the interactions of these forces. Using this definition, many aspects of population education can already be identified in existing school programs. Existing curricula have a good deal of content that is related both directly and indirectly to population-environment studies, which can be used without disruption of existing programs. To prepare a population-environment education program under these circumstances the first need is a conceptual scheme outlining the concepts needed to understand population-environment problems. The program built on this conceptual scheme should be K-12, multidisciplinary, and problem-solving in approach. Obviously, we cannot solve our population problems in the schools, but the schools can help students to attain concepts of the natural systems, for democratic decisions. (Author/SLD)

ED 046 827

SO 000 539

Proposed Social Sciences Education Framework for California Public Schools. Report of the Statewide Social Sciences Study Committee to the State Curriculum Commission and the California State Board of Education. Kindergarten and Grades One through Twelve.

California State Dept. of Education, Sacramento.

Pub Date 70

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Area Studies, Behavioral Objectives, *Concept Teaching, Elementary Grades, Humanities, Inductive Methods, *Inquiry Training, *Interdisciplinary Approach, Kindergarten, Models, Multimedia Instruction, Natural Sciences, Secondary Grades, *Social Sciences, *State Curriculum Guides, Time Blocks

Identifiers—*California

This framework is intended to be a flexible starting point for innovation, evaluation, and revision of curriculum and instructional programs. Here the social sciences also include: area studies (citizenship, conservation, comparative religions, ethnic studies, and contemporary affairs), and are linked with the natural sciences in comparing man with nonhuman life forms, and the humanities. The first level of curriculum goals consists of behaviors that illustrate key outcomes of an inquiry and concept approach. The second level or performance objectives is concerned with outcomes and achievements for particular topics of study within specified periods of time and conditions. Inquiry methods will mean frequent resort to questioning strategies, discussion, problem-solving, gaming and simulation, role-playing, reading, and multimedia instruction. The major themes are assigned for study by blocks of grades: (K-2) Mankind: Distinctive Characteristics; (3-4) Mankind and Men: Interaction, Diversity, Individuality; (7-9) Man and Systems: Economic, Political Urban Environments; (10-11) Man: Historical Integration; (12) Man as a Decision-Maker: Social Policy in the United States, and Man, His Goals, and Aspirations. Part II provides illustrative programs. (SBE)

ED 046 828

SO 000 540

Center for Teaching International Relations Newsletter.

Denver Univ., Colo. Graduate School of International Studies.

Pub Date Dec 70

Note—10p.

Available from—Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado 80210 (Single Copies Free)

Journal Cit—Center for Teaching International Relations Newsletter; v3 n2 p1-10 Dec 1970

Document Not Available from EDRS.

Descriptors—Book Reviews, Conference Reports, *Foreign Relations, Instructional Materials, Literature Reviews, *Newsletters, *Social Studies, *World Affairs, *World Problems

The purpose of this newsletter is to inform social studies teachers of new developments and activities in the area of international relations. Typical issues include book reviews, notices of professional meetings, new publications, articles, and listings of new materials developed by and available from the Center. Those interested in receiving the newsletter regularly should request that their name be put on the mailing list. (DJB)

ED 046 829

SO 000 541

A Bibliography of Books and Educational Media Related to Negro Culture.

Dade County Board of Public Instruction, Miami, Fla.

Pub Date Apr 69

Note—27p.

Available from—Textbook Department, Board of Public Instruction, 2210 S.W. 3rd Street, Miami, Florida 33135

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African American Studies, *Audiovisual Aids, *Bibliographies, Booklists, *Childrens Books, Instructional Materials, *Negro Culture, *Negro History, Negro Literature, Resource Guides

This bibliography, prepared for teachers, librarians, and other instructional personnel, lists print and non-print "classics" as well as recently published material. The books are categorized into: Professional Books, Adult Non-Fiction,

Adult Fiction, Juvenile Non-Fiction, and Juvenile Fiction. Other media include: records, filmstrips, pictures, pamphlets, transparencies. (JLB)

ED 046 830 SO 000 552

Brown, Lester Edward

An Experimental Study of the Effectiveness of Organizing Learning Experiences to Achieve the Objective of Critical Thinking in Certain Fifth Grade Social Studies Classes.

Pub Date 68

Note—477p.; Ph.D. Dissertation, Minnesota University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (\$6.10, Microfilm; \$21.60, Xerography)

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, *Critical Thinking, Grade 5, *Social Studies, *Teaching Methods, *Unit Plan

Identifiers—*Morse McCune Test of Critical Thinking

The purpose of this study was to learn whether organizing learning situations in accordance with clearly stated patterns would result in greater achievement in terms of critical thinking. Units in American History were taught for a semester to sixty-seven students in the fifth grade. The Morse-McCune Test of Critical Thinking was used as the instrument for measuring the achievement of one control group and two experimental groups. The study concluded that greater achievement did not result when an announced pattern of presentation of material and then teaching skills of critical thinking was used. However, when no pattern at all was used, as was the case with the control group, there was a significant difference in the achievement of critical thinking skills. (Author/CWB)

ED 046 831 SO 000 553

Patrick, John J.

The Impact of an Experimental Course, "American Political Behavior" on the Knowledge of Secondary School Students.

American Political Science Association, Washington, D.C.

Pub Date 12 Sep 70

Note—20p.; Paper presented at the Annual Meeting, American Political Science Association, Los Angeles, California, September 8-12, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, American Government (Course), *Civics, *Course Evaluation, Political Issues, *Political Science, *Political Socialization, Secondary School Students, Speeches

Identifiers—*American Political Behavior (Course)

A 55-item test, "The Political Knowledge Test," was developed to measure student performance in terms of knowledge objectives of the American Political Behavior (APB) course. The test was administered in May 1970 to secondary school students in experimental (E) and control (C) groups in nine communities in various parts of the country. Students in E groups performed significantly better than C groups on the test; there was a small difference among the mean scores of the nine E groups, and a great difference between the mean scores of E and C groups in each community. Evidence in this study indicates that the course is likely to have an impact on the "political knowledge" of students. For example, students in the E groups, unlike those in C groups, are aware of: 1) the relationships between socioeconomic status and political behavior; 2) the conflict and compromise inherent in the political process; and 3) fundamental legalistic aspects of the political process. Limitations of the study were that: 1) there was only a rough random quality to the assignment of students to groups; 2) experimental group teachers volunteered to teach the APB course; and 3) test performance of E group students, though impressive, reveals that several students did not achieve many of the basic knowledge objectives of the course. (JLB)

ED 046 832 SO 000 554

Pettibone, Timothy J. Petrosko, Joseph M.

A Comparative Approach to Teaching World Cultures.

New Mexico State Univ., Las Cruces. Bureau of Educational Research.

Pub Date Dec 70

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Studies, *Comparative Analysis, *Cross Cultural Studies, Cultural Awareness, Curriculum Evaluation, *Experimental Curriculum, Instructional Innovation, *Non Western Civilization, Secondary Grades, Teaching Methods, World History

An experiment was performed to test the effectiveness of a comparative approach of teaching world cultures to secondary school students. With the comparative approach, cross-cultural comparisons are employed rather than the traditional presentation of one culture at a time. It was hypothesized that students receiving a comparative curriculum would perform better than conventionally taught students on two indices. As expected, comparative students did perform significantly better on a test of course content. However, no effect upon cultural openmindedness of students occurred as a result of a comparative approach. Discussion centered on practical problems of implementing an innovative world cultures curriculum. (Author)

ED 046 833 SO 000 562

McMahon, Elizabeth A.

Level of Moral Reasoning.

American Educational Research Association, Washington, D.C.

Pub Date 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Cognitive Development, Creative Development, Individual Development, *Moral Values, *Personality Development, Research Reviews (Publications), *Socialization, Social Maturity

Identifiers—*Jean Piaget, Lawrence Kohlberg, Moral Reasoning

As a background to the present research, preliminary discussion is focused on Piaget's formulation of moral development in the child and recent investigations based on that formulation. The objective of this research was to assess the interrelationships between level of moral judgment maturity and several other sectors of development. A moral judgment situation (appearing in the appendix) was presented to 60 children, ages 5 through 8, while measurements of cognitive ability, personality, socialization, and creativity were obtained. Results support the contentions of Piaget and Kohlberg that there are definitely both social and cognitive aspects of major importance in the development of moral judgment and reasoning. Data indicate that the stage of development tapped in this research was the transition phase between constraint and autonomy—that phase during which rules and commands are being internalized and generalized. Kohlberg's comment that cognitive maturity is necessary but not sufficient for moral judgment maturity, as well as his and Piaget's ideas concerning the relatively increasing importance of socialization for the later stages of development, appear to be borne out. (JLB)

ED 046 834 SO 000 569

Switzer, Thomas J.

A Report on Inquiries in Sociology.

Pub Date 26 Nov 70

Note—10p.; Paper presented at the Annual Convention, National Council for the Social Studies, New York, New York, November 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Teaching, *Course Descriptions, Inductive Methods, *Inquiry Training, *Multimedia Instruction, Secondary Grades, Social Sciences, *Social Studies Units, *Sociology

Identifiers—*Sociological Resources for Social Studies, SRSS

Sociological Resources for the Social Studies (SRSS) has three major projects: 1) a series of paperback readers written for a high school audience, each of an aspect of sociology, 2) a series of 20-30 short "episodes" on various sociological topics, and 3) a one-semester course in sociology for high school students, which is described here. Organized on a topical approach, the course centers about four sociological domains—socialization, institutionalization, stratification, and social change. Wide ranging methods of presentation are used in the four parts, from narrowly defined problems and clearly stated variables, to data presented in a literary form. There are several distinctive features of the course: 1) Though deductive aspects of reasoning are included, the emphasis is on learning major concepts and generalizations through inductive methods and

inquiry; 2) Students are actively involved in a wide range of activities and materials; 3) An elaborate Instructor's Guide is an integral part of the course; and 4) Teachers and sociologists collaborate in developing the materials. The course has undergone national classroom evaluation and subsequent revision. Unfortunately, it will not be available until January 1, 1972, when Allyn and Bacon expect to publish it. ED 042 675 through ED 042 679 are related documents. (JLB)

ED 046 835

SO 000 570

Carlson, Kenneth

Preparing Urban High School Teachers.

Pub Date Nov 70

Note—11p.; Paper presented at the Annual Convention, National Council for the Social Studies, New York, New York, November 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Schools, *Field Experience Programs, *Internship Programs, *Negro Teachers, Practicums, Program Descriptions, *Secondary School Teachers, Social Studies, Teacher Education, Urban Schools, *Urban Teaching

This is a brief personal review of the Rutgers University urban internship program which is operated in conjunction with the New Jersey Urban Education Corps. The purpose of the program is to prepare liberal arts graduates to be secondary school teachers in urban areas. The recruiting of the interns took place mostly at black colleges and universities and among Peace Corpsmen and Vista Volunteers. The 46 interns with whom the program began in June 1970 were almost evenly divided between blacks and whites. Social science majors predominated. During the summer phase the interns worked with community and school groups in the cities in which they would be teaching. This practical work experience was supplemented with seminars on contemporary urban culture and the adolescent subculture therein. The interns in Newark worked with a Catholic Church group in the central ward on a tutorial and recreational program for high school and elementary school students. In the fall 1970 semester the interns did supervised half-day teaching in the school systems. In addition, they took four graduate courses at Rutgers consisting of: 1) a practicum in urban schools and communities; 2) a practicum in the teaching of the subject specialty to urban students; 3) a research and theory course on urban education; and, 4) a course in the intern's subject major. (SBE)

ED 046 836

SO 000 571

Clawson, Marion

Resource Use Planning.

Pub Date 26 Nov 70

Note—12p.; Paper presented at the Annual Convention, National Council for the Social Studies, New York, New York, November 26, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consumer Economics, Consumer Education, *Environmental Education, *Government Role, Manufacturing, Mass Production, *Natural Resources, *Pollution, Social Environment, Socioeconomic Influences

Identifiers—Ecosystem, *Social Control

Although there is valid concern with the limited supply of natural resources and how this supply is affected by increasing population and a life style based on consumption, a more important concern is with the future quality of those natural resources. The focus in the past has been on the production of goods for sale, very little on the welfare of the consumer, not at all on what happens after the consumer has discarded a product. But there is increasing awareness that unlimited and uninhibited personal consumption is simply incompatible with preservation of resources and environmental quality. American people will be forced to decide how much of a trade-off they want to make between environmental quality and consumption. Pollution exists not as a result of the evil actions of one or a few polluters, but as part of a large and complex production and consumption structure. Fundamental changes in this whole production-consumption-residual cycle will have to be made and, although individual action has a role in this change, this role is limited. Greater social-legal controls over individual action will be a necessary force in bringing about this change. Despite the loss to the individual of certain specific freedoms, a reasonable curbing of uninhibited action may actually increase freedom for all. (JLB)

ED 046 837

SO 000 572

Davison, Donald G. Kilgore, John H.

The Child's World of Choices.

Iowa Univ., Iowa City.

Pub Date 68

Note—179p.

Available from—Bureau of Business and

Economic Research, College of Business Ad-

ministration, University of Iowa, Phillips Hall,

Iowa City, Iowa 52240 (\$2.50, 1 to 10 copies)

EDRS Price MF-\$0.65 HC Not Available from

EDRS.

Descriptors—*Concept Teaching, *Economic Education, Economics, Fundamental Concepts, Grade 1, Grade 2, Grade 3, Inquiry Training, Kindergarten, *Learning Activities, Multimedia Instruction, Primary Grades, *Social Studies Units, *Teaching Guides

This publication serves as a supplement to social studies guides in kindergarten through third grade. As such, it provides a means of incorporating economic understandings into the social studies curriculum. The aim is to develop in a sequential and systematic fashion the student's ability to identify and analyze significant economic forces operating in the world around him. It is organized by grade level, with five basic economic generalizations. While the statements of the generalizations remain unchanged throughout the text, their treatment becomes more complex and sophisticated with each successive grade. An overview and a teaching guide follow each generalization at each grade level. The overview gives a nontechnical and comprehensive explanation of the generalization and provides the general framework for structuring each activity. The teaching guide includes a list of economic terms and their definitions provided to aid the teacher's understanding of the material. It also includes child-oriented activities designed to convey the major concepts to be developed for each generalization. Teachers at each grade level should be familiar with activities undertaken in both prior and subsequent grades. Two supplementary parts of the packet are described in SO 000 573 and SO 000 574. (SBE)

ED 046 838

SO 000 573

Student Activity Book for the Child's World of

Choices. Grade 2.

Iowa Univ., Iowa City.

Pub Date 70

Note—35p.

Available from—Bureau of Business and

Economic Research, College of Business Ad-

ministration, University of Iowa, Phillips Hall,

Iowa City, Iowa 52240 (\$2.50, 1 to 10 copies)

EDRS Price MF-\$0.65 HC Not Available from

EDRS.

Descriptors—Concept Teaching, *Economic Education, Grade 2, Illustrations, Inquiry Training, *Instructional Materials, *Learning Activities, Multimedia Instruction, Primary Grades, *Social Studies Units, *Workbooks

This book contains the pictorial materials to be used by the students during the economics learning activities described in SO 000 572 and SO 000 574. (SBE)

ED 046 839

SO 000 574

Teacher's Guide to Student Activity Book for the

Child's World of Choices. Grade 2.

Iowa Univ., Iowa City.

Pub Date 70

Note—71p.

Available from—Bureau of Business and

Economic Research, College of Business Ad-

ministration, University of Iowa, Phillips Hall,

Iowa City, Iowa 52240 (\$2.50, 1 to 10 copies)

EDRS Price MF-\$0.65 HC Not Available from

EDRS.

Descriptors—*Concept Teaching, *Economic Education, Economics, Fundamental Concepts, Grade 2, Inquiry Training, *Learning Activities, Multimedia Instruction, Primary Grades, *Social Studies Units, *Teaching Guides

Because of the desire to involve students more directly in the learning process, a student's activity book and a teacher's guide were developed to accompany SO 000 572. This guide provides the general framework to be followed in introducing the children to the key economic ideas through the use of activities. It also indicates the relevant sections of SO 000 572 for each economic generalization and provides a series of discussion questions for each of the activities. SO 000 573 is the student activity book. (SBE)

ED 046 840

SO 000 576

A Supplementary Guide in Black History for the

Warwick Public Schools. Elementary Grades.

Volume I.

Warwick School Dept., R.I.

Pub Date Sep 69

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Teaching, Cross Cultural Training, Cultural Awareness, Elementary Grades, Human Relations Programs, Inductive Methods, *Negro History, *Race Relations, Resource Guides, *Resource Materials, *Social Relations, *Social Studies

Identifiers—Rhode Island, Warwick

The purpose of this guide is to give elementary social studies teachers supplementary materials to aid in the balancing of the view of the historical contributions made by black Americans, and to help develop attitudes which overcome prejudice and intolerance. Through discovery, concept and inductive teaching it is hoped that the students will develop: 1) respect for human rights and dignity; 2) positive self concept; 3) cross-cultural understanding and appreciation for the accomplishments, traditions, needs, and problems of other individuals; 4) understanding of the concepts of family, community, urban life, and human interaction and communication. There are several pages of resources listed including: children's books, short biographies, a list of local community organizations involved in urban and racial problems. (SBE)

ED 046 841

SO 000 580

Steinberg, Lois S.

Some Structural Determinants of Citizen Participation in Educational Policy-Making in Suburbia: A Case Study.

American Educational Research Association, Washington, D.C.

Pub Date Feb 71

Note—21p.; Paper presented at the Annual Convention, American Educational Research Association, New York, New York, February 4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Boards of Education, *Case Studies, *Citizen Participation, Conflict Resolution, Educational Policy, Parental Grievances, Parent Participation, *Parent School Relationship, *Policy Formation, School Community Relationship, Socioeconomic Influences, *Suburban Schools

Findings of a 2 year field study of community school conflict suggest that episodic involvement and emphasis on economic issues are the result of inadequate institutional provisions for sustained participation, deficiencies in the mechanisms providing observability of issues and ineffective channels for the expression, and mediation of dissent. These inadequacies are the result of depoliticization in the school board-community relationship and professionalization in the administration-parent relationship. When school-controlled channels became closed to other than supportive participation, dissent was forced into the externally controlled channels. This led to school board and superintendency turnover which brought about more responsive leadership resulting in the creation of new channels which integrated the school system and the community by increasing visibility of issues and legitimizing dissent. The strength of "local" interests and relative weakness of school interests and the unequal balance of power in the parent-administration relationship suggest the need for additional structural provisions for the promotion of sustained involvement and the mediation of conflicting interests. (Author)

ED 046 842

SO 000 631

Lovell, Hugh, Ed. Ouchi, Albert, Ed.

Teachers Guide to Economics in Grade 1.

Oregon State Board of Education, Salem.

Pub Date 9 Jan 68

Note—70p.

Available from—Joint Council on Economic Education,

1212 Avenue of the Americas, New

York, New York 10036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consumer Economics, Curriculum Development, *Economic Education, Economics, Elementary Grades, Family Life Education, *Fundamental Concepts, Grade 1, Learning Activities, Multimedia Instruction,

Projects, *Resource Guides, Social Studies, State Curriculum Guides, *Teaching Guides Identifiers—DEEP, *Developmental Economic Education Program

This guide is one of the series intended to teach a progression of economic concepts as an enrichment to an existing social studies program. The guide is structured around an elaboration of five basic concepts. "Big Ideas": 1) all families need goods and services; 2) families need money for goods and services; 3) someone must produce the goods and services families need; 4) specialization and use of tools help us produce more and better goods and services; and, 5) some goods and services come from other countries. For each concept there are supporting concepts, a variety of related activities, multi-media resources, and techniques for evaluating student understanding of these concepts. An appendix lists major ideas and sub-ideas of modern economics which define the boundaries of the economics discipline and act as guidelines to the things teachers should cover or emphasize. See SO 000 132 for full information and related documents. (JLB)

ED 046 843

SO 000 632

Lovell, Hugh, Ed. Ouchi, Albert, Ed.

Teachers Guide to Economics in Grade 2.

Oregon State Board of Education, Salem.

Pub Date 9 Jan 68

Note—55p.

Available from—Joint Council on Economic Education,

1212 Avenue of the Americas, New

York, New York 10036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Education, *Consumer Economics, Curriculum Development, *Economic Education, Economics, Elementary Grades, *Fundamental Concepts, Grade 2, Multimedia Instruction, Projects, *Resource Guides, Social Studies, State Curriculum Guides, *Teaching Guides

Identifiers—DEEP, *Developmental Economic Education Program

Basic economic concepts appropriate for the second grade are elaborated in this guide which is intended to be used for enrichment of an existing social studies program. Numerous supporting ideas are used to develop an understanding of the following fundamental concepts: 1) people in a community need goods and services; 2) someone must produce the goods and services a community needs; 3) there is a circular flow of money from families to businesses and government and back to families again; 4) we must have resources in order to produce. If we use our resources for one thing, we cannot use them for another. Because of this, we must make choices: 5) prices help us decide how to use our resources; and, 6) money can be lent and borrowed. Activities are suggested for each concept and lists of resources are provided which include fiction and non-fiction books, films, records, etc. Methods for evaluating instructional outcomes are detailed. "Major Ideas and Sub-Ideas of Modern Economics", an appendix, defines the boundaries of the economic discipline and acts as a guide to the things teachers should cover or emphasize. See SO 000 132 for full information and related documents. (JLB)

ED 046 844

SO 000 633

Lovell, Hugh, Ed. Ouchi, Albert, Ed.

Teachers Guide to Economics in Grade 3.

Oregon State Board of Education, Salem.

Pub Date 15 May 68

Note—58p.

Available from—Joint Council on Economic Education,

1212 Avenue of the Americas, New

York, New York 10036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Education, *Consumer Economics, Curriculum Development, *Economic Education, Economics, Elementary Grades, *Fundamental Concepts, Grade 3, Learning Activities, Multimedia Instruction, Projects, *Resource Guides, Social Studies, State Curriculum Guides, *Teaching Guides

Identifiers—DEEP, *Developmental Economic Education Program

Teachers who wish to enrich the present social studies curriculum with economic education will find this a useful guide. Learning activities and multi-media resources are suggested which help to illuminate major and supporting concepts in economics for the third grade level. Fundamental

concepts for this grade are: 1) a land-use map shows where people live and work and what they do; 2) the things that families buy and use are called consumer goods and services; 3) someone has to make our goods and services; 4) there are business firms in our economic area; 5) there are governmental agencies in our economic area; 6) our producers, consumers, business firms, and governmental agencies, are all linked together; and, 7) economic areas grow and change. Methods for evaluating students' understanding of these concepts are detailed. An appendix outlines the major and sub-ideas of the economic discipline and provides a guide to the things teachers should cover or emphasize. See SO 000 132 for full information and related documents. (JLB)

ED 046 845 SO 000 634

Lovell, Hugh, Ed.

Teachers Guide to Economics in Grade 4.

Oregon State Board of Education, Salem.

Pub Date 15 May 68

Note—62p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Economic Education, Economics, Elementary Grades, *Fundamental Concepts, Grade 4, Learning Activities, Multimedia Instruction, Projects, *Resource Guides, Social Studies, State Curriculum Guides, *Teaching Guides, *United States History

Identifiers—DEEP, *Developmental Economic Education Program

This guide is organized around fundamental economic concepts which are applied to particular themes in United States history. The concepts deal with such things as availability and use of resources, division of labor, trade, and are illustrated through the following situations: 1) Indians of the Pacific Northwest; 2) explorers, fur traders, and Louis and Clark; 3) the pioneers; 4) Oregon statehood; 5) our transportation and communication system; 6) our industries, businesses and resources. As in the other guides within the series, learning activities, resources, and evaluation methods are provided for each concept. In addition to guidelines for the ideas teachers should include or emphasize, the appendices also include: examples of some of the things we buy and sell; notes on the early history of taxation in Oregon; where Oregon state and local governments get and spend their money; employment in the Pacific Northwest; and, information on the Developmental Economic Education Program. See SO 000 132 for full information and related documents. (JLB)

ED 046 846 SO 000 635

Lovell, Hugh, Ed.

Teachers Guide to Economics in Grade 5.

Oregon State Board of Education, Salem.

Pub Date 68

Note—74p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Economic Education, Economics, Elementary Grades, *Fundamental Concepts, Grade 5, Learning Activities, Multimedia Instruction, Projects, *Resource Guides, Social Studies, State Curriculum Guides, *Teaching Guides, *United States History

Identifiers—DEEP, *Developmental Economic Education Program

This guide traces and amplifies basic economic concepts through various periods in United States history, such as: 1) discovering the New World; 2) Colonial Period; 3) from the Revolution to the Civil War; 4) regional approach to the American economy; 5) modern period. The concepts deal with such issues as resources and their development and use, trade, specialization, taxes, and capital. For each concept and sub-concept there are suggested learning activities, lists of resources, and methods for evaluating student understanding of these concepts. Appendices provide an outline of the economic ideas to be included and emphasized, as well as statistical information on gross national product, and population and employment trends. See SO 000 132 for full information and related documents. (JLB)

ED 046 847 SO 000 640

Morrisett, Irving Stevens, W. William, Jr.

Social Science in the Schools: A Search for Rationale.

Education Council for School Research and Development, Mineola, N.Y.; Social Science Education Consortium, Inc., Boulder, Colo.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Science Foundation, Washington, D.C.; Xerox Corp., Rochester, N.Y.

Pub Date 71

Note—224p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$4.95)

Document Not Available from EDRS.

Descriptors—Anthropology, Citizenship, Conference Reports, *Curriculum Design, Curriculum Development, Economics, *Educational Development, Educational Objectives, *Educational Philosophy, Fundamental Concepts, Geography, History, Learning Processes, Political Science, Psychology, *Social Sciences, *Social Studies, Sociology, Teacher Education

The focus of the volume is on reasons for selecting or not selecting any particular social science content, including history, for inclusion in the elementary and secondary social studies curriculum. Prominent authors from each of the social sciences—among them, Paul Ward, David Easton, and Ronald Lippitt—describe the nature of their disciplines and their role in the curriculum. Discussants and authors cover a wide range of related topics, including many aspects of history, inquiry, learning how to learn, curriculum construction, cooperative and competitive relationships between social scientists and educators, teacher education, systems analysis, and some radical proposals for reorganization of the educational systems. An introductory chapter deals with the meaning of rationale as applied to curriculum decisions. Three concluding chapters—including one by Kenneth Boulding—deal with approaches to synthesizing the social sciences. The volume is based on a 1967 conference conducted by the Social Science Education Consortium. (Author)

ED 046 848 SO 000 641

Lee, John R. Anderson, Lee F.

New Approaches to and Materials for a Sequential Curriculum on American Society for Grades Five to Twelve. Final Report.

Northwestern Univ., Evanston, Ill. Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—P-HS-083

Bureau No.—BR-5-0675

Pub Date Jul 70

Contract—OEC-4-10-074

Note—289p.; Vol 1

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 970 Aurora, Boulder, Colorado 80302 (For Loan Only)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Curriculum Research, Fundamental Concepts, *Interdisciplinary Approach, Intermediate Grades, Material Development, Projects, Research Reviews (Publications), Secondary Grades, Sequential Approach, *Social Sciences, Social Studies, Textbook Evaluation, *United States History

Identifiers—*Social Studies Curriculum Center

The major thrust of the project dealt with the problems of current elementary, junior high, and senior high courses in United States history. Nine specified objectives were: 1) to encourage social scientists to participate in curriculum development; 2) to secure an identification of basic ideas and concepts concerning American society; 3) to arrange contacts and develop procedures for production of instructional materials and guides to improve social studies instruction; 4) to review research concerning the treatment of economics, geographical, historical, and political aspects of American society in the curriculum of grades five and eight; 5) to ascertain the levels of ideas that can be learned in grades five through twelve; 6) to facilitate efficient learning through a sequential curriculum; 7) to investigate the relative merits of combined and separate subject organization in new materials, applications of new approaches to other subject matter, and variations in availability

ty to students of differing ability levels; 8) to eliminate undesirable duplication; and, 9) to disseminate findings and the materials. The variety of procedures used to achieve these objectives are described clearly for each project, study, or experiment. See SO 000 642 for Volume II. (SBE)

ED 046 849 SO 000 642

Lee, John R. Anderson, Lee F.

New Approaches to and Materials for a Sequential Curriculum on American Society for Grades Five to Twelve. Final Report.

Northwestern Univ., Evanston, Ill. Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—P-HS-083

Bureau No.—BR-5-0675

Pub Date Jul 70

Contract—OEC-4-10-074

Note—355p.; Vol II

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 970 Aurora, Boulder, Colorado 80302 (For Loan Only)

Document Not Available from EDRS.

Descriptors—Concept Teaching, *Curriculum Development, Curriculum Research, Economics, Fundamental Concepts, Inquiry Training, Interdisciplinary Approach, Intermediate Grades, Law Instruction, *Material Development, Projects, Reading Materials, *Resource Materials, Secondary Grades, Sequential Approach, Social Sciences, *Social Studies Units, *United States History

Identifiers—*Social Studies Curriculum Center

Another objective in addition to those stated in SO 000 641 was: to develop illustrative source books for teachers and booklets for pupils that exemplify the approaches to be tested in investigations. There were five brief history units written on topics that should be added to textbooks: 1) The Social Impact of the Great Depression, 2) The New Deal, 3) Realism and Idealism in American Foreign Policy, 4) Education for an Urban and Industrial Society, and 5) Why Study History. Five units on intellectual history were written for eleventh grade advanced placement titled "Concepts in American History." Three long history units using a wide variety of literary sources, an experimental course using biographies as an inquiry method, and reading units for slow readers were developed. New materials and strategies such as simulation and problem-solving were developed for teaching history, politics, and economics. One economics project focused on concepts related to production; another involved the writing of supplemental reading materials. Map interpretation was the focus of a geography project. In law, four casebooks were created for the social studies. Lastly, "The Handbook of Social Inquiry" was written to develop understanding and skills in the process of social scientific inquiry. (SBE)

ED 046 850 SO 000 646

Dawson, George

The Economic Opinions of Business Education and Social Studies Students.

American Educational Research Association, Washington, D.C.

Pub Date 71

Note—14p.; Paper presented at the Annual Convention, American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, Business Education, Course Evaluation, *Economics, *Education Courses, Preservice Education, Social Studies, *Student Opinion, Teacher Evaluation, *Test Interpretation

Identifiers—SOEL, *Survey of Opinions on Economic Issues

The effects of economics courses on student opinions toward controversial economic issues cannot be measured by two widely used instruments, "Test of Economic Understanding" and "Test of Understanding in College Economics," both developed by the Joint Council on Economic Education. In response to this need, a workshop of college economists at Carnegie-Mellon University developed an experimental "Survey of Opinion on Economic Issues (SOEL)." (Copies are available from the author, Room 637 East Building, New York University, 239 Green Street, New York, New York 10003.) This paper

reports results of a study which compared pre- and posttest responses of two groups of education students, one class made up of students preparing to teach social studies, the other secondary business courses. Each group was enrolled in separate economics courses, with different instructors, who also took the SOEI. In addition to differences between the two groups, also reported are differences within the groups before and after their courses. A further comparison is made between the groups and a heterogeneous sample of students from a midwestern college. Most of the paper is devoted to speculation about the interpretation of responses. Since the SOEI is experimental, the author is seeking reports by other educators who have used the test. (DJB)

ED 046 851 SO 000 650

Simpson, Elizabeth Leonie
Who Becomes a Democrat? A Study of Democratic Socialization.
American Educational Research Association, Washington, D.C.
Pub Date Feb 71

Note—46p.; Presented at the Annual Convention, American Educational Research Association, New York, New York, February 1971; Revision to be published in "The Antecedents of Democratic Values"

Available from—Jossey-Bass, 615 Montgomery Street, San Francisco, California

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Affective Behavior, Citizenship, *Democratic Values, Educational Environment, High School Students, *Personality Theories, Political Attitudes, *Political Socialization, Psychological Characteristics, *Psychological Needs, Social Studies, Socioeconomic Influences

Identifiers—*Values Education

This is an exploration of the discrepancy between expressed and enacted democratic beliefs using a written self-report questionnaire incorporating personality scales and indices, direct ideological questions, and projective questions to be answered narratively. High school students ($n=412$) of varying race and social class were studied in three communities. Data analysis techniques included Pearson r correlation, univariate analysis of variance, and chi-square. Findings indicate that psychological deprivation is highly related ($p<.001$) to democratic socialization and cognitive closure ($p<.001$) and suggest that democratic value teaching will not produce a democratic personality unless preceded by an environment which gratifies the basic needs of the child. (Author)

ED 046 852 SO 000 653

Nixon, Richard
Protection of Interests of Consumers. Message from the President of the United States.
Congress of the U.S., Washington, D.C. House.
Report No.—H-Doc-91-188
Pub Date 30 Oct 69
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consumer Economics, *Consumer Education, *Federal Programs, Government Publications, *Government Role
Identifiers—*Consumer Protection, Nixon (Richard)

Based on the concept of "buyer's rights," this message details the following Presidential recommendations concerning consumer protection: 1) An Office of Consumer Affairs in the Executive Office of the President, with new legislative standing, an expanded budget, and greater responsibilities; 2) A Division of Consumer Protection in the Department of Justice, to act as a consumer advocate before Federal regulatory agencies in judicial proceedings and in government councils; 3) A new consumer protection law; 4) Expanded powers for a revitalized Federal Trade Commission; 5) A newly activated National Commission on Consumer Finance to investigate and report on the state of consumer credit; 6) Expanded consumer education activities, including government review of product-testing processes, a "Consumer Bulletin," and the release of certain government information regarding consumer products; 7) Stronger efforts in food and drug safety, including a thorough re-examination of the Food and Drug Administration and a review of the products on the "generally regarded as safe" list; and 8) Other reforms, in-

cluding an expansion of consumer activities in the Office of Economic Opportunity and efforts to encourage strengthening of state and local programs. (Author/JLB)

ED 046 853 SO 000 657

Wayland, Sloan R.
Integration of Population and Family Planning Education into Curricula of Grade Schools, Secondary Schools, Medical Schools and Universities.

Population Council, New York, N.Y.

Pub Date Jan 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, *Curriculum Design, *Curriculum Planning, Diffusion, *Educational Programs, *Family Planning, Information Dissemination, *International Programs, Overpopulation, Sex Education, Teacher Role
Identifiers—*Population Education

This paper discusses efforts in various countries to encourage family planning. The role of the family planning worker and the school educator are contrasted, the former's being to train, motivate, and give information. The school teacher's role is to integrate population education in the curriculum of the formal educational system. A series of nine propositions are presented and briefly discussed as a means of presenting some of the problems and issues in population education. It is hoped that a model will evolve from this type of effort. (DJB)

ED 046 854 SO 000 659

Social Studies: 1970; Instructional Objectives for Grades 1-8.

Catholic School Board, Chicago, Ill.

Pub Date 70

Note—48p.

Available from—Miss Joan L. Krebs, Catholic School Board, 430 North Michigan Boulevard, Chicago, Illinois 60611 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, Behavioral Objectives, Catholic Schools, *Cognitive Objectives, Cross Cultural Studies, *Curriculum Guides, Elementary Grades, Environmental Education, Inductive Methods, *International Education, Junior High Schools, Problem Solving, Role Playing, Social Problems, *Social Studies

Identifiers—Chicago, Illinois

The objectives of this curriculum guide for teachers are: 1) to provide a unified list of yearly instructional objectives for each social studies classroom; 2) to provide basic standards for measuring pupil progress; and 3) to provide a guide for the continuous development in the social studies. The recommendations for each grade level cover: content sequence, materials, intellectual objectives, cognitive skills, and affective objectives. Recommendations emphasize: 1) local and international awareness; 2) problem-solving, role-playing, and the development of pupil ability to choose relevant facts through inductive processes; 3) pupil self-learning of the causes and effects of human decision-making throughout the evolutionary process of human adaptation to and modification of our planet's environment; and 4) how to learn and how to apply the methods of the social sciences. The content for the primary grades includes economics and sociology with respect to the family, communities, and cities. Anthropology, history, and geography are the concern in the intermediate grades. In junior high school, the political history of the United States, community action and social problems, and problem-solving or critical thinking are of primary concern. A list of international, world, economic, social, environmental, citizenship, and governmental issues is included. (SBE)

ED 046 855 SO 000 661

Limbacher, Philip C.
A Study of the Effects of Microteaching Experiences Upon the Classroom Behavior of Social Studies Student Teachers.

Pub Date Feb 71

Note—18p.; Paper presented at the Annual Conference, American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Field Studies, Interaction Process Analysis, *Laboratory Training, Methods Courses, *Microteaching, *Preservice Education,

*Protocol Materials, Research Projects, Secondary School Teachers, Social Studies, *Student Teaching, Teacher Education
Identifiers—*Teaching Techniques Laboratory

The hypotheses of this field study, conducted in connection with the Teaching Techniques Laboratory at the University of Illinois, were that student teachers who had participated in a supervised, laboratory, microteaching experience would: 1) receive more favorable pupil evaluations of an initial and final teaching effort on the Teacher Performance Appraisal Scale; 2) receive more favorable pupil evaluations of their overall effectiveness on the Illinois Evaluation Questionnaire; 3) be judged by their cooperating teachers to be ready earlier to assume full responsibility for classroom instruction; and, 4) have higher Indirect/Direct ratios as revealed by Flanders' interaction analysis technique. The population consisted of two different sections of a required methods course, each comprising 25 social studies student teachers, one group having participated in the training, the other not. Thirty-three tapes were obtained of initial teaching efforts; thirty-two of these were re-taped during the last week of student teaching. The first two hypotheses were confirmed; the latter two were not. The lack of significant results on the fourth hypothesis, however, was felt to be at least partially attributable to an uncontrolled variable. The data strongly suggest that videotaped microteaching can be an effective innovation in teacher preparation. (JLB)

ED 046 856 SO 000 662

Experimental Guide to the Teaching of Social Studies in Kenya Primary Schools.

Kenya Inst. of Education, Nairobi.

Pub Date Jan 69

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civics, *Curriculum Guides, *Educational Objectives, Educational Philosophy, Geography Instruction, History Instruction, Humanities, Inductive Methods, *Interdisciplinary Approach, Primary Grades, Socialization, *Social Studies, *Teaching Guides, Teaching Techniques

Identifiers—African Social Studies Programme, *Kenya

This guide for primary teachers of history, geography, and civics provides them with a comprehensive view of the social studies. The emphasis is on the integration of the various social sciences toward the end of producing a student with a well rounded and international outlook. The guide contains five sections: 1) general considerations for the teaching of the social studies; 2) the new approach to teaching social studies; 3) the experimental syllabus; 4) the teachers guide of specific activities to implement the syllabus; and, 5) techniques for evaluation of the material taught. Considerable detail is given in each section on both the rationale for what is to be done and the methods suggested for the accomplishment of the stated goals of the social studies. Three appendices are given which are intended to provide worksheet samples to collect and handle information on student characteristics, lesson plans, intended objectives, testing devices, etc. (CWB)

ED 046 857 24 SO 000 669

Anderson, Norman H.
Mathematical Analysis of Information Integration with Paragraph-Type Verbal Stimuli. Final Report.

California Univ., San Diego. Dept. of Psychology, Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-0399

Pub Date Jan 71

Grant—OEG-9-9-140399-0056(057)

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), American History, *Changing Attitudes, Educational Experiments, Evaluative Thinking, *Information Theory, *Learning Theories, *Mathematical Applications, Political Attitudes, Social Attitudes, Verbal Learning

Identifiers—*Information Integration, United States Presidents

This project studies attitude change toward U.S. Presidents using the conceptual framework and the methodology of a mathematical theory of information integration. The subjects received

various paragraphs of information about certain U.S. Presidents, and evaluated them on general statesmanship. This evaluation requires the subjects to combine or integrate the information in the various paragraphs into a unitary attitude. Integration theory makes some straightforward predictions about how the information is integrated. Remarkably good results were obtained. Experiment I provided an initial test of the parallelism prediction of integration theory. It may be concluded that the information paragraphs were integrated into an overall attitude by a simple algebraic rule. Experiment II provided a more extensive test of the parallelism prediction. The results eliminated the adding hypothesis and supported the averaging hypothesis. The averaging effect seems fairly conclusive and should resolve the theoretical controversy centered on averaging-versus-adding. A very important methodological product of this work is the set of president paragraphs. Favorableness values are given for each president included. These should be useful in the general study of attitude development. Finally, integration theory leads to a new view of the relation between attitude change and learning theory. (Author/SLD)

ED 046 858 24 SO 000 670

Research and Development Project to Develop, Improve, Expand and Evaluate Behavioral Goals of a Team-Taught, Humanities-Oriented Course in World Civilization for Ninth and Tenth Grade Students. Final Report.

Fairfax County School Board, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-C-058

Pub Date Jul 70

Grant—OEG-3-9-080058-0010(010)

Note—238p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, Discussion (Teaching Technique), Educational Strategies, English Programs, Evaluation Techniques, Grade 9, Grade 10, Humanities, Inductive Methods, Interdisciplinary Approach, Lecture, Non Western Civilization, Resource Guides, Secondary Grades, Social Studies Units, Teaching Guides, Team Teaching, Western Civilization, World History

This report describes five out of seventeen units in a World Civilization program, a two-year humanities oriented interdisciplinary English and social studies program. Course material focuses on those records of man which represent his thoughts and feelings about life. History serves as the basis for the chronological development of the course, however literature, drama, philosophy, art, and music are included as an integral part of the content. English skills are taught through an extensive program of expository writing, literary interpretation, oral expression, and independent study. In social studies the instructor team focuses on critical thinking, problem solving, drawing relationships, developing a sense of time and space, analyzing information in terms of social, political, economic, cultural, and religious activity. There are three methods used: lecture, informal lecture-discussion, and small group discussion including use of multi-media center. The units included here are: The Ancient Near East, The Egyptians and the Hebrews, Renaissance, Seventeenth Century, and China. Each unit contains: philosophy, behavioral objectives, daily routine block plan, teaching techniques, testing methods and instruments, performance criteria, annotated bibliography of resources, reading lists, and study questions. (SBE)

ED 046 859 SO 000 671

Murray, C. Kenneth Williams, Tony L. The Effect of Cognitive Instruction on Secondary Social Studies Student Teachers and Their Pupils.

National Council for the Social Studies, Washington, D.C.

Pub Date Nov 70

Note—14p.; Paper presented at the Annual Convention, National Council for the Social Studies, New York, New York, November 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, Classroom Research, Cognitive Measurement, Cognitive Objectives, Cognitive Processes, Interaction Process Analysis, Preservice Education, Secondary School Students, Social Studies

Identifiers—*Student Behavior, Student Teachers, *Teacher Behavior, Teacher Education

Identifiers—*Florida Taxonomy of Cognitive Behavior

The expanding complexities of American society and the demands placed upon educating American youth are causing the trainers of teachers to give increasing attention to developing innovative methods for improving teacher education. Since there is a lack of information concerning cognitive processes in the classroom and the effects of cognitive instruction with preservice students in teacher education programs, this study concerned itself with these issues. Stated in the null form the hypotheses tested in this investigation were: (1) There will be no difference between the observed cognitive behavior of student teachers trained in cognitive instruction and those not so trained; and, (2) There will be no difference between the observed cognitive behavior of the pupils of student teachers trained in cognitive instruction and the pupils of those student teachers not so trained. A total of thirty-three subjects, an experimental group of seventeen and a control group of sixteen, were randomly drawn from a stratified sample and controlled on age, sex, and grade point average. Cognitive instruction was provided for the experimental group. Both hypotheses were rejected at the .001 level of significance. It seems appropriate to conclude that cognitive instruction can increase cognitive behavior in the classroom. (Author/SLD)

SP

ED 046 860

Cunningham, Glennis

Multidimensionality: Implications for Preparation of Teachers.

Pub Date Mar 70

Note—30p.; Paper read at Annual Meeting, AERA, Mar. 1970, Minneapolis, Minnesota

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Observation Techniques, Cognitive Processes, Elementary School Teachers, Experimental Teaching, Student Teacher Relationship, *Student Teachers, *Teacher Behavior, Verbal Communication

Identifiers—Florida Taxonomy of Cognitive Behavior, FTCE, RCS, Reciprocal Category System, Taxonomy of Imagery Provocation, Teacher Practices Observation Record, TIP, TPOR

A study was conducted to determine the teaching behaviors student teachers exhibited and through analysis and synthesis of the data to identify differences and determine relationships within and among behaviors. During the latter half of his student teaching, each subject (40 secondary and 22 elementary student teachers) was observed for a 20-minute period by a team of four trained and reliable observers, each using a different observation system: 1) Reciprocal Category System (RCS), 2) Teacher Practices Observation Record (TPOR), 3) Florida Taxonomy of Cognitive Behavior (FTCE), and 4) Taxonomy of Imagery Provocation (TIP). Findings revealed that for elementary student teachers: 1) The primary verbal pattern is a teacher questions/student responds behavior with both teachers and student initiating but teacher directing. 2) In cognitive functioning, knowledge level is most common for both teacher and students with translation and interpretation second and third. 3) Teachers are approaching but have not attained experimentalism, the greatest deficits being differentiation of tasks to meet varied needs of children on an individual basis. 4) Teachers employ imagery provoking behavior in approximately two-thirds of the observed behavior, about half of the imagery abstract. Correlations among behaviors were those logically expected. Behavior descriptions appear similar to that of a traditional classroom, lacking the variety of behaviors included in the training on campus. (JS)

ED 046 861

Practical Guide to In-Service Teacher Training in Africa. Establishment, Execution, and Control of Training Programmes.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

SP 004 445

Note—78p.

Available from—UNESCO, Place de Fontenay, 75 Paris - 7e France (\$2.00 plus applicable tax)

Document Not Available from EDRS.

Descriptors—*Developing Nations, *Inservice Teacher Education, Program Administration, Program Evaluation, Program Planning, Training Objectives

Identifiers—*Africa

This guide to inservice teacher education in developing countries is the product of a 1-week, 1968 workshop in Nairobi (Kenya) which focused on the problem of African Member States regarding inservice training programs. The introduction provides information on those problems: difficulties pertaining to the general culture and those related to training enough personnel with sufficient qualifications to meet the growing demand for education. Part 1 on general and specific aims includes discussion of the level of primary training, governing principles for inservice training, and the need. Part 2, "Preparation of the Plan of Operation: Content and Methods," covers preliminary survey and establishment of the training program at different levels (concept and direction of departments, briefing and retaining of supervisors and training staff, curriculum and teachers, and the diversity of inservice training programs). Part 3, "Execution of the Plan: Ways and Means," deals with administrative organization, calculation of costs and financing of the training program, organization of financing, and aids to decision making and phasing of inservice programs. Part 4 on "Control of the Plan of Operation: Methods of Evaluating Results" sketches a four-phase plan: description of the constituent parts of the project and its development, choice of data and methods to indicate results obtained as a function of objectives, collection of data, and analysis and interpretation of findings. (JS)

ED 046 862

STEP - TTT. Final Report, September 1, 1969 to August 31, 1970.

San Francisco State Coll., Calif.; San Francisco Unified School District, Calif.

Pub Date 70

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College School Cooperation, Cooperating Teachers, *Inservice Teacher Education, *Preservice Education, School Community Relationship, Social Studies, *Teacher Education, *Teacher Educator Education

This report describes the 1969-70 activities of the joint teacher education program of San Francisco State College and the San Francisco Unified School District which began in 1966. This year the program has been expanded and the STEP-TTT Training of Teacher Trainers is based on a career ladder of participants at the following levels: 1) TTT-10 college instructors and demonstration supervisors trained mutually for supervision and instruction focused on general strategy and the Tabla Curriculum Project; 2) TT-15 district supervising classroom teachers who are trainers of the teacher candidates and are trained by the TTT instructors; 3) T-24 first year teachers, graduates of the 1968-69 STEP program; 4) TC-34 teacher candidates trained by TTT staff and supervising classroom teachers. Training at all levels took place primarily in the schools and often on a one-to-one basis in the classroom. The program also involved liberal arts faculty, community leaders, and parents. (A separate volume of appendixes contains materials used in the training program.) (RT)

ED 046 863

Ornstein, Allen C. Methods for Conducting Teacher Behavior Research: With Implications for Teachers of the Disadvantaged.

Pub Date 70

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Classroom Observation Techniques, Disadvantaged Youth, *Educational Research, Observation, *Performance Criteria, Personality Tests, Student Behavior, *Teacher Behavior, *Teacher Qualifications, *Urban Education

In this paper on research into teacher behavior, the author considers first the current status of such research and the fact that the problem is so complex that no one knows or agrees what a

competent teacher is. The difficulties of identifying and measuring teacher behaviors are discussed. The four broad areas of measurement (observation, student behavior and achievement, ratings based on recall, and personality tests) are considered in detail, together with additional problems including the noncumulative nature of earlier research; the problem of distinguishing, control and analysis of the variables; the rapid sequence of classroom events; the non-scientific nature of teaching; and teachers' lack of enthusiasm for researchers, particularly in inner-city situations. In an attempt to improve this situation, twenty-seven recommendations for future research are listed. The paper is based on Chapter 3 of the author's unpublished doctoral dissertation, *Selected Teacher Behavior Attributes Rated as Desirable by Ninth-Grade Disadvantaged Students and Ninth-Grade Teachers of the Disadvantaged*. (ED 043 563 and ED 043 564 are related documents. (MBM))

ED 046 864 SP 004 563
Multi-Media Resource List: Eskimos and Indians.
1970 Supplement.

Ontario Dept. of Education, Toronto.
Pub Date 70

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Bibliographies, *Eskimos

Included in these resources on Eskimos and Indians are 1) a 24-item bibliography with these headings: Eskimos, Indians of Canada, Myths and Legends, Biography, and Fiction; 2) seven publications of the Indian Eskimo Association of Canada; 3) descriptive information on 12 periodicals; 4) descriptions of 34 films; and 5) miscellaneous materials including charts and posters, maps, and picture sets. (This is a supplement to ED 040 916.) (JS)

ED 046 865 SP 004 564

Bhaerman, Robert D., Comp.

A Study Outline on Differentiated Staffing.

QEST Report 2.

American Federation of Teachers, Washington, D.C.

Pub Date 70

Note—24p.

Available from—American Federation of Teachers, 1012 14th Street, N.W., Washington, D.C. 20005 (\$0.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffing

This report presents in outline form a compilation of writings on the concept of differentiated staffing. Intended to serve as an introduction to the issue, it highlights major assumptions and elements (each keyed to citations in the 59-item bibliography) and provides editorial differentiated staffing. 2) some of education's troublesome problems and how differentiated staffing relates to them, 3) descriptions drawn from various differentiated staffing models, 4) strengths, 5) weaknesses and other significant questions, 6) primary issues where the concept of differentiated staffing directly relates to areas of collective bargaining, 7) the American Federation of Teachers (AFT) position on differentiated staffing (May 1969), and 8) the author's personal views (a proposal for a negotiated plan which would incorporate basic union concepts). A final section, a compilation of 20 "favorite quotes" for discussion, is presented with the observation that the concept of differentiated staffing calls for experimentation and, within the framework of collective bargaining, redevelopment in order to provide a greater concern for classroom teachers—through utilization of some elements and discarding of others. (JS)

ED 046 866 SP 004 565

Center for Social Organization of Schools. Fourth

Annual Report.

Johns Hopkins Univ., Baltimore, Md. Center for

the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Bureau No—BR-6-1610

Pub Date 1 Aug 70

Grant—OEG-2-7-061610-0207

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Games, *Educational

Research, *School Environment, *School Or-

ganization, Simulation, *Social Environment,

Student Characteristics, Students, *Student School Relationship, Vocational Development

Identifiers—*Center for Social Organization of

Schools

This report describes goals, results, and work-in-progress for each of the programs through which the Center is attempting to develop a scientific knowledge of how schools affect students and to use this information for the invention of better school practices and educational forms. The major programs are 1) school organization—to determine how much student participation in social and educational decisions influences learning, independence, and attitudes toward more training; 2) social accounts—to investigate how education affects eventual vocational attainment and how it results in different vocational outcomes for blacks and whites; 3) talents and competencies—to study the effects of educational experience on a wide range of human talents, competencies, and personal dispositions; 4) simulation games—to develop group games for use in creating more desirable classroom relationships between teacher and student; 5) careers and curricula—to develop a self-administered vocational guidance device to promote vocational development and to foster satisfying curricular decisions for high school, college, and adult populations; 6) language and communication—to identify interaction skills necessary for students' successful performance. Also included are bibliographies for each program, resumes of researchers, description of the Center's organizational structure, and a publications list. (JS)

ED 046 867 SP 004 566

Short, Edmund C.

An Analysis of: Teachers for the Real World.

Pub Date Dec 69

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, *Educational Theories, *Teacher Education, *Teacher Education Curriculum, Teacher Programs, Teacher Qualifications

Identifiers—Teachers for the Real World

This survey and critique of the 1968 publication, *Teachers for the Real World*, considers first the knowledge basis of teacher education, identifying 27 of these under the headings of social realities, teaching, teacher training, and theory, giving page references in each instance. The form of the proposal is then analyzed in detail for general characteristics, structural components, theoretical components, training component, and field-teaching component. Finally, the qualitative aspects of the proposal are discussed with the hope that the technical characteristics and structural features will receive similar examination. (MBM)

ED 046 868 SP 004 595

Cooke, W. R.

Mercer County Teacher Education Center.

Mercer County Schools, Princeton, W. Va.

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Board of Education Role, *College School Cooperation, Field Experience Programs, Inservice Teacher Education, Preservice Education, School Role, Staff Role, *Student Teaching, *Teacher Education

Identifiers—*Mercer County Teacher Education Center, West Virginia

This booklet contains program description and policy guidelines for the Mercer County Teacher Education Center (Princeton, West Virginia), a cooperative center organized and operated by Bluefield State College, Concord College, Mercer County Public Schools, and the W. Va. State Department of Education. Part 1 sketches the history of the Center (founded in July 1969) and lists basic assumptions regarding cooperative responsibility for a comprehensive program of teacher training. Included is an outline of the administrative organization and lists of the duties and responsibilities of the advisory council (composed of representatives of all cooperating organizations), which is responsible for general supervision of the Center. Part 2 sketches program philosophy and describes each component: pre-student teaching modules (experiences in the public schools for college sophomores and juniors), the student teaching program, the inservice education program throughout the county, and the continuing education program for

beginning teachers. Part 3 lists functions and responsibilities for all involved: county school system, teacher education institutions, state department of education, center coordinator, student teacher (13 required competencies are listed), cooperating teacher, college-based teacher educator, county supervisor, building principal, and each public school selected as a site for observation and student teaching. (JS)

ED 046 869 SP 004 596

Lang, Theodore H. And Others

Manual for Utilization of Auxiliary Personnel.

New York City Board of Education, Bronx, N.Y.

Spons Agency—Bureau of Elementary and

Secondary Education (DHEW/OE), Washing-

ton, D.C.

Note—95p.

Available from—New York City Board of Education, Auxiliary Educational Career Unit, Brooklyn, N.Y.

EDRS Price MF-\$0.65 HC Not Available from

EDRS.

Descriptors—Career Opportunities, Differentiated Staffs, *Inservice Teacher Education, *Paraprofessional School Personnel, Teacher Education Curriculum, Teacher Qualifications, Team Training

Identifiers—*Auxiliary Career Program, New York City

This policy manual containing guidelines, standards, and procedures was prepared to explain the Auxiliary Career Program in New York City schools to all those concerned with it. Introductory sections sketch the background and rationale for the program initiated in 1967 by the Board of Education, the City University, and the Human Resources Administration to employ low income neighborhood residents as auxiliary (paraprofessional) school personnel in a career-oriented work-study program. The major section of the manual outlines the training program for paraprofessionals (for kindergarten and grades 1 and 2) which is designed and coordinated by a central staff and carried out by district training teams. Included is the curriculum outline for the initial 2-week orientation, the monthly (for 3 years) inservice training sessions, and the weekly team training of the classroom teacher with the paraprofessional. Policy and procedure is outlined for selection of district training teams (a trainer-coordinator who is an experienced classroom teacher and an auxiliary trainer who is a skilled paraprofessional) and for selection of paraprofessionals. Also included is a description of the career ladder (progression from teacher aide to educational assistant to educational associate to assistant teacher to teacher); qualifications and job description for each paraprofessional and trainer; and evaluation questionnaires for use by principals and teachers. (JS)

ED 046 870 SP 004 598

Publication Abstracts.

Johns Hopkins Univ., Baltimore, Md. Center for

the Study of Social Organization of Schools.

Pub Date Jun 70

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Disadvantaged Youth, *Educational Games, *Educational Opportunities, *Language Development, Negro Students, *School Integration

This booklet contains abstracts of 62 documents published by the Johns Hopkins University Center for the Study of Social Organization of Schools from September 1967 to May 1970. The majority of the documents are research studies in the areas of desegregation, language development, educational opportunity, and educational games—most of them related to the learning of disadvantaged students. Sample titles: "The Relative Influence of School Desegregation and Classroom Desegregation on the Academic Achievement of Ninth Grade Negro Students," "Subcultural Differences in Children's Language Development," "Differences in the Language of Negro and White Grade School Children," "Educational Opportunity, Democratic Theory and the Economics of Educational Subsidy," "Socialization and Games: An Exploratory Study of Race Differences," "Pilot Studies of Role Behaviors in a Parent-Child Simulation Game." Several studies deal with the development of measures of curiosity for children. Others deal with such miscellaneous topics as "The Non-Course Innovation in the Undergraduate Curriculum" and "User's Hand-

book for Computation Center." Availability information is included; those not available through the Center are available through ERIC. (JS)

ED 046 871 **SP 004 599**

The Doctorate in Education. An Inquiry into Conditions Affecting the Pursuit of the Doctoral Degree in the Field of Education. (Chicago, May 2-4, 1960).

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 60

Note—31p.; Conference Working Paper

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Doctoral Degrees, *Doctoral Programs, *Education, *Education Majors, *Graduate Students

This working paper was prepared to provide the framework for discussions and recommendations at a conference to examine a research study on the doctorate in education and propose improvements in doctoral programs. (SP 004 602 is the conference report.) The paper summarizes the data of a 1960 research study ("An Inquiry into Conditions Affecting the Pursuit of the Doctoral Degree in the Field of Education," SP 004 600 and SP 004 601) and proposes implications with suggestions for discussion. Findings and suggestions are presented under six subtopics: 1) general characteristics of the institutions (92 known to award doctorates in education, 1956-1958) and of the individuals (3,379 who had received doctoral degrees during that 2-year period); 2) the recruitment of candidates; 3) admission practices; 4) requirements in instructional programs; 5) a look to the future. Included also are recommendations for further study and a 14-item bibliography. (SP 004 603 and ED 010 188 are also related documents.) (JS)

ED 046 872 **SP 004 600**

Brown, Laurence D. Slater, J. Marlowe

The Doctorate in Education. Volume I, The Graduates.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 60

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Doctoral Degrees, *Doctoral Programs, *Education, *Education Majors, *Graduate Students, *Graduate Surveys, *Institutional Role, *Socioeconomic Influences, *Student Attitudes, *Student Characteristics, *Student Employment, *Student Motivation, *Student Problems

As one phase of a larger inquiry (See SP 004 601, SP 004 602, and SP 004 603) aimed ultimately at increasing the quantity and quality of doctoral degree holders in the field of professional education, a study surveyed conditions affecting pursuit of the doctoral degree in education. Questionnaires were sent to all available individuals who received the Ed.D. or Ph.D. in education between 1956 and 1958. Responses were received from 78.5 percent of the persons polled. Respondents represented 91 institutions which award the doctorate in education. The purpose was to develop hypotheses. Chi square analysis and rank correlation were used. Tabulations were made across all items (the mass data), across major fields, across degrees, and across institutions. Findings revealed information regarding circumstances and events leading up to doctoral study, pursuit of the degree, attitudes toward selected situations encountered during the program and period of residency, and since the degree. Six critical factors were identified which underlie conditions affecting pursuit of the doctoral degree in education: sociological facts relative to the individual in the sample, age of the graduates, length of the doctoral program, financial factors, the occupational sources of students and the kinds of positions taken after receipt of the doctorate, and institutional control of factors affecting pursuit of the degree. (Included are findings, conclusions, and suggestions for further study. SP 004 599, SP 004 600, and ED 010 188 are related documents.) (JS)

ED 046 873 **SP 004 601**

Moore, Harold E. And Others

The Doctorate in Education. Volume II, The Institutions.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 60

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Admission Criteria, College Graduates, Degree Requirements, *Doctoral Degrees, *Doctoral Programs, *Education, Graduate Surveys

A study was undertaken to analyze the nature of selected conditions and requirements of doctoral programs in the field of education in order to identify areas needing improvement, to reveal distinctive practices which show promise, and to project future doctoral production in the field. Questionnaires were completed by administrators at 81 of the 92 universities and colleges granting doctoral degrees in education during the 2-year period, 1956-1958. Data tabulation included establishment of relationships between the Ed.D. and Ph.D.; private and public institutions; high and low degree producers; and programs administered by colleges of education and graduate colleges. Findings included general information on 65 Ph.D. and 75 Ed.D. programs in the 92 institutions (56 of them publicly and 36 privately controlled); on their recent production of doctoral graduates in education; on admissions requirements; curricular requirements; related conditions (recruitment, finance, housing, dropouts); and on projected production and anticipated changes. Conclusions were drawn regarding such factors as structured versus flexible programs, overspecialization, expected curricular modifications, supply and demand in various areas of subject concentration; age requirements for admissions; need for selective recruitment; financial aid; effect of institutional controls on program length. (Findings, conclusions, and recommendations for further study are included. SP 004 599, SP 004 600, SP 005 602, SP 004 603, and ED 010 188 are related documents.) (JS)

ED 046 874 **SP 004 602**

The Doctorate in Education. Volume Three, Conference Report. (Chicago, May 2-4, 1960).

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 61

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Admission Criteria, Degree Requirements, *Doctoral Degrees, *Doctoral Programs, *Education, *Education Majors, *Graduate Students, Graduate Study, Recruitment, Standards, Teacher Education

This document reports a conference attended by 137 representatives of institutions awarding the doctorate in education. They were invited to 1) study the findings of a research study ("An Inquiry into Conditions Affecting the Pursuit of the Doctoral Degree in the Field of Education"; see SP 004 600 and SP 004 601); 2) to draw their own conclusions regarding the implications for their present programs; and 3) to explore the possibility and desirability of drafting some minimal standards which would serve as a guiding pattern for the improvement of all doctoral programs. The first half of the report contains a summary of the study findings, a summary of conference deliberations, recommendations, and editorial comment on each of six subtopics: general characteristics of the institutions and individuals, recruitment of candidates, admission practices, requirements in instructional programs, personnel factors affecting completion of degrees, and future expectations. The second half of the report contains main addresses presented at the conference: "The Doctorate in Education—The Institutions" by John H. Russell; "The Doctorate in Education—The Graduates" by J. Marlowe Slater; "Graduate Education Today" by Bernard Berelson and "Teacher Education in the 1960's" by E. T. McSwain. (SP 004 599 is the conference working paper and SP 004 603 and ED 010 188 are related papers.) (JS)

ED 046 875 **SP 004 603**

Ludlow, H. Glenn And Others

The Doctorate in Education. Volume IV, Follow-Up Study.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 64

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, *Academic Achievement, *Career Choice, *Doctoral Degrees, *Education, *Education Majors, *Graduate Students, Graduate Surveys, Professional Recognition, Teacher Educators

A study was conducted (follow-up to SP 004 600) of the 1,186 recipients of the Ed.D. and Ph.D. degrees in education in the United States in 1958. Questionnaire data was collected to investigate 5-year career development and job satisfaction plus ability and achievement (as measured by high school graduating class rank, intelligence test scores, and mathematics-science GPA). Conclusions were drawn from findings related to 13 specific questions: Concern over superiority of one degree or the other is not fully warranted. The imagined superiority of doctoral incumbents in certain types of positions within the profession is questionable. Certain types of employing organizations and certain types of colleges do not necessarily attract graduates with greater ability or achievement. Speculation as to superiority of those in certain major subject areas is not entirely supported. Areas outside education attract only 5 percent of the degree holders, the majority seeking employment in a college or university. The group is quite mobile and generally satisfied with economic, position, and achievement conditions. Recipients devote much time to administration as contrasted with teaching, counseling, and research. Degree holders enjoy considerably higher earning power than is often thought. The doctorate has been very influential in enhancement of status role. (Complete findings are included. Related documents are SP 004 599-SP 004 602, and ED 010 188.) (JS)

ED 046 876 **SP 004 613**

Cline, Marvin D. And Others

Observers in the Classroom. A Case Study of an Innovative Program.

Boston Univ., Mass. Headstart Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 70

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Preschool Teachers, *Role Perception, Staff Role, *Supervisors, *Teacher Attitudes, Teacher Supervision

A study was conducted (as one aspect of an intervention program in Head Start classes) to explore the consequences of the interjection of the observer into the classroom, with particular emphasis on the teacher's reactions to this attempt to supply a dimension of understanding about the classroom to supplement his own perspective. In a case study approach, four teachers were selected on the grounds of their divergent styles and background. Procedures included observation of teachers' styles (using Beller scales to determine the sensitivity of the teacher to the psychological and interpersonal needs of children in the classroom) and interviews with teachers and observers on the nature of interaction between teachers and observers. Conclusions drawn from the four case studies: Each teacher resisted the activities of the observer and established barriers to the utilization of the observers as a source of information about the classroom. In her own way, each teacher was able to so vastly delimit the activities of the observer that few meaningful interactions between teacher and observer occurred. Unaware of the issues which their presence raised for teachers, observers were at a disadvantage in their capacity to contribute to the educational issues of the classroom. By retaining her authority over the classroom, the teacher was able to determine the conditions which could not be challenged, changed, or expanded by the observer. (Author/JS)

ED 046 877 **SP 004 617**

FOCUS: Master Teacher at Work. A Filmstrip-Audiotape Presentation.

WVIZ-TV, Cleveland, Ohio.

Spons Agency—Cleveland Commission on Higher Education, Ohio.

Pub Date [70]

Note—34p.; Printed narrations, plus filmstrip and tape recording

Available from—Educational Television Association of Metropolitan Cleveland, 4300 Brookpark Road, Cleveland, Ohio 44134 (\$30.00)

Document Not Available from EDRS.

Descriptors—*Cooperating Teachers, Filmstrips, *Guidelines, Phonotape Recordings, *Student Teachers, Student Teaching, *Supervisory Methods, *Teacher Supervision

This filmstrip-audiotape package on student teacher supervision has two versions—a teacher version and a student version. The same filmstrip is used for each version with a different narration. The package also includes a written script for each version. The teacher version of the narration points out the need for flexibility in supervising student teachers. After certain basic ground rules have been established, the student teacher should be allowed to experiment with his own methods of teaching. The student version emphasizes that student teachers should maintain a professional attitude while working in the school. They are also advised to take advantage of the opportunity to study the methods of an experienced teacher. (RT)

ED 046 878 SP 004 618

Giboney, Richard A. And Others
An Evaluation of the Experimental Teacher Preparation Program in Urban Education.
Pennsylvania Univ., Philadelphia. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Philadelphia Foundation, Pa.

Pub Date Aug 70

Note—285p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Black Community, Changing Attitudes, Community Organizations, Field Experience Programs, *Graduate Study, Masters Degrees, Microteaching, *Practicums, *Preservice Education, Program Evaluation, Teacher Attitudes, *Teacher Education, *Urban Teaching

This study describes and evaluates the first year of a 2-year masters degree urban teacher education program. The first year consists of four separate components, each of which is evaluated separately on the basis of previously stated objectives. The first component, Community Orientation and Study, involves a 6-week living experience in the inner city while working for the Young Great Society, a Black community organization. Evaluation of this component, according to questionnaires filled out by participating students, indicated that most objectives were met. The second component, a 1-semester microteaching course, was evaluated by questionnaires and interaction analysis of videotapes. Again, most objectives were achieved. The third component, Practicum in Teaching, a 1-semester teaching experience at an experimental school, was evaluated by questionnaires and classroom observation. The evaluation showed that most objectives were met. The fourth component, Practicum at the Pennsylvania Advancement School, was evaluated by questionnaire only. This was felt to be the least useful part of the program. (An appendix contains lists of objectives and questionnaires used in the evaluation.) (RT)

ED 046 879 SP 004 619

Bare, Ivan L. And Others
The Ann Arbor Public Schools Participative Model In-Service Staff Development Project. Terminal Report.

Ann Arbor Public Schools, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Dec 70

Grant—OEG-0-9-324128-2008(725)

Note—313p.

Available from—The Ann Arbor Public Schools, 1220 Wells St., Ann Arbor, Mich.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Change, *Administrative Organization, Administrative Problems, *Administrator Attitudes, *Seminars, Staff Improvement, *Workshops

This project became operational in April 1969 and was planned to have two phases operating at least until January 1971. The first phase, an administrative workshop combined with the collection and feedback of data, was completed in December 1969. The second phase was not implemented beyond the introductory stage because funding was not available. The project's long run impact cannot be effectively assessed unless follow-up studies are conducted in the near future. The objectives of the project were 1) to develop and strengthen the interdependence of members of the school's staff; 2) to develop a collaborative process of working on the problems facing in-

dividual schools; 3) to develop a continuing personal and team commitment to growth and organizational development; and 4) to develop the necessary skills within the school team to be able to carry on the process of organizational renewal. The document gives details of the planning, resources, participants and staff, administrative workshops, change seminar, and change-team activities, followed by a summary and conclusions. Extensive appendixes document the three workshops and seminar, and include the various instruments employed and the questionnaires used for evaluation. (MBM)

ED 046 880 SP 004 621

Orme, Michael E. J.
Effects of Cueing and Modeling Variables in Teacher Training Systems.
Indiana Univ., Bloomington.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 70

Grant—OEG-0-9-247053-721

Note—20p.; Paper presented at annual meeting, AERA, Minneapolis, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cues, Elementary School Teachers, Feedback, Microteaching, *Preservice Education, *Teaching Models, *Training Techniques

Theoretical considerations suggest that the differential effectiveness of teaching models and associated feedback procedures stems from their distinctive cueing properties. This led to the development of three treatment conditions which may be labeled "rating" (rehearsal of key discriminations), "observation" vicarious reinforcement, and "direct practice." Specific predictions were that increases in the response strength of probing (the dependent variable) would be greatest for the Direct Practice Group, next the Observer Group, and finally the Rater Group, and that within groups, Rater subjects would demonstrate the most significant within-repertoire shifts of sub-skills. Forty undergraduate teacher trainees were randomly assigned to three experimental and one control group. All were pre- and posttested in 5-minute video taped lessons which they taught for four fifth grade pupils. Each subject spent a total of 75 minutes in three treatment sessions over a 3-week period. Two trained raters coded relevant behaviors. Data treatment included analyses of variance and covariance and t tests. The first hypothesis was supported; the second was not although data was suggestive. Results provide further support for the theoretical assumptions. By increasing the distinctiveness of relevant model stimuli, observational learning is facilitated. (JS)

ED 046 881 SP 004 622

Individualized Instruction. Bibliographies in Education, No. 13.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—C-70109

Pub Date Nov 70

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Individualized Instruction

This bibliography on individualized instruction lists 244 books, papers, and pamphlets; 333 articles and excerpts from books; and 13 theses. The period covered is approximately five years. Sources consulted included the Canadian Education Index (CCRE), the Education Index (Wilson's), the Current Index to Journals in Education (CCM), the Cumulative Book Index (Wilson's), Research in Education (ERIC), Education Studies in Canadian Universities (CEA), Directory of Education Studies in Canada (CEA), and Research Studies in Education (Phi Delta Kappa). For documents in the ERIC system, ED numbers and availability are indicated. (JS)

ED 046 882 SP 004 623

Rosenshine, Barak
Some Criteria for Evaluating Category Systems: An Application to the Topic Classification System.

Pub Date 70

Note—12p.; Reprint from AERA Monograph Series, Curriculum Evaluation, No. 6: Classroom Observation

Available from—Rand McNally and Co., Chicago, Illinois (\$4.50 hard back; \$3.00 paperback; AERA members 30% discount)

Document Not Available from EDRS.

Descriptors—Classroom Communication, *Classroom Observation Techniques, Codification, Cognitive Processes, Content Analysis, *Evaluation Criteria, *Interaction Process Analysis, Student Teacher Relationship, Teaching Styles

Identifiers—TCS: Gallaghers TEC, *Topic Classification Systems

This critique of James Gallagher's Topic Classification System (TCS), a tool of categorizing teacher-pupil classroom interaction, suggests revision of the system asking for more complete analysis of the data obtained with it, but recommends its use in future investigations especially in view of its organization and the "unique elements" it contains. Four questions are posed for consideration by the potential user of any category system: 1) Are the coding instructions and procedures sufficiently clear so that the coding teams will not have to make up additional coding instructions? 2) Are the coding instructions and procedures sufficiently clear so that the results of independent investigations using the category system can be compared? 3) Are there variables in the category system which are related to pupil outcomes measures? 4) What variables of interest are included or omitted from the category system? The TCS and accompanying descriptive reports are analyzed from strengths and weaknesses in light of each of the four questions. Included is discussion of coding procedures, cognitive variables not included; unique elements in the TCS (inclusion of content as part of the coding of topics, three cognitive dimensions, and the style categories); the three-dimensional classification (instructional intent, level of conceptualization, and style); the TCS and other category systems; and Gallagher's use of the TCS. A 104-item bibliography is included. (JS)

ED 046 883 SP 004 624

Segner, Leslie Patterson, Charlotte
A Training Program in Infant Education for Paraprofessional Staff of Day Care Centers.

Pub Date 70

Note—22p.; from Readings in Day Care, B. Caldwell, Editor. New York: Holt, Rinehart and Winston (in press)

Document Not Available from EDRS.

Descriptors—*Child Care Workers, Mexican Americans, Migrant Child Care Centers, Paraprofessional School Personnel, *Preschool Education, Training Techniques

As part of an early child care program for migrant children in Colorado, 2-day workshops were held to train migrant women—mostly Spanish-speaking Mexican Americans—as teachers and aides for 25 infant education centers operated in public schools throughout the summer of 1969. Major goals were 1) to change attitudes toward the importance of talking to babies and playfully interacting with them and 2) to impart specific information about ways to help babies grow and learn. Sessions were relaxed and informal, one goal being to enhance each woman's role-concepts by reinforcing their identities as teacher and infant educator. Attempts were made to systematize the teachers' practical knowledge of child development and describe specific skills at different age levels which are critical to later learning and academic success. Evaluation data indicated that despite some success in achieving the second major goal, little progress was made in changing attitudes; that initial training is most effective when combined with follow-up sessions by professional consultants; and that the program's most positive feature was the informality of its teaching format. (Included are names of the two films and three booklets used, description of six videotapes used to demonstrate interactions between caretakers and babies at different age levels, and the form used in evaluating the functioning of the day care centers.) (JS)

ED 046 884 24 SP 004 625

Heath, Robert W. And Others
Evaluation of an E.P.D.A. Institute "Teachers for Multicultural Education."

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Report No.—R&D-Memo-68

Bureau No—BR-5-0252
Pub Date Jul 70
Contract—OEC-6-10-078
Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Cultural Training, Elementary School Teachers, *Institutes (Training Programs), Negro Culture, Program Evaluation, *Racial Attitudes, Racism, *Teacher Attitudes

An institute to retrain teachers (K-8) for multicultural education was evaluated to determine 1) types of knowledge relevant to teaching in a minority community that can successfully be taught in an 8-week summer institute and 2) changes in attitude and conceptual structure associated with the institute. The program included sensitivity training sessions, role playing activities, and educational seminars. Participants were certified teachers with at least one year of experience in the district (Ravenswood, California); they were employed for the succeeding year to complete the inservice curriculum-development part of the project. Instruments developed for use in evaluation were a 28-item attitude inventory to measure attitude toward racial and ethnic groups; two 20-item word association scales to assess attitude toward concepts given emphasis in the training; and a 150-item final examination covering the six instructional units: Black Experience in Literature, Racism and Prejudice, History of the Civil Rights Movement, History of Tropical Africa in the 19th Century, Afro-American History, and Contemporary Education of Afro-Americans. Instruments were administered as pre- and posttests to participants (N=25) and as posttests to a control group (N=20). Although findings indicated more success in correcting misinformation and imparting new knowledge than in changing attitudes, the institute was considered successful. (Findings and instruments are included.) (JS)

ED 046 885 24 SP 004 626

Edgar, Donald E. Brod, Rodney L.
Professional Socialization and Teacher Autonomy.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—TR-12
Bureau No—BR-5-0252
Pub Date Aug 70
Contract—OEC-6-10-078
Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Teachers, Peer Relationship, *Socialization, Teacher Administrator Relationship, *Teacher Attitudes, Teacher Evaluation, Teacher Orientation, Teacher Supervision

Identifiers—Autonomy Attitudes Inventory

A study examined how new teachers become socialized into their profession and how this socialization process affects their attitudes toward professional autonomy. A pretest-posttest correlation design was used to investigate the effects of both organizational evaluators' attitudes and prevailing school-staff climate on teacher attitudes toward professional autonomy. (Power, resources, and affect were independent variables; attitude changes in relation to teacher autonomy the major dependent variable.) The 38-item Autonomy Inventory developed for the study was administered to all new teachers in a large California school district before their teaching experience began and to all experienced teachers (N=523) and administrators (N=89) to obtain comparative data on those to whom the new teachers would have to adapt. Posttests were administered in April after all had been subject to at least one formal evaluation in their school, and all new teachers (N=115) were interviewed to identify the significant other for each to obtain measures of behavioral autonomy and feelings of "legitimacy" and "satisfaction." Conclusion: New teacher attitudes toward autonomy vary across task areas. The nature of new teacher relationships with significant others, both organizational evaluators and school staff, help determine the direction of change in teacher attitudes toward professional autonomy in these task areas. (The questionnaire and complete findings are included.) (Author/JS)

ED 046 886 24 SP 004 633

Rubeck, Robert F. And Others
A Guide for Urban-Teacher Development. Final Report.
Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0383
Pub Date 15 Nov 70
Contract—OEC-0-70-3292(508)
Note—243p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, Culturally Disadvantaged, Disadvantaged Youth, *Program Planning, Questionnaires, *Teacher Education, *Teacher Education Curriculum, *Teacher Educators, *Urban Teaching Identifiers—Urban Teacher Development Questionnaire

This guide is intended to serve the information needs of the teacher-development decision maker, that is, of the teacher educator with special reference to urban schools. It is presented as a synthesis of information from a variety of sources and is divided into four sections, each a subdivision of the main subject—teacher development: 1) its aims and goals, 2) its role and function, 3) its program, 4) its resources. Each section contains content and activities designed to help the user actively plan his teacher-development programs; the current principles and practices are outlined, followed by a description of more desirable principles and practices. The user is then introduced to activities designed to help him measure his local conditions, and these measurements and the resulting judgments are used in planning his program. The following appendixes are included: 1) the Urban Teacher Development Questionnaire, with an explanation of its development, methodology, and content, 2) a review of the literature, an annotated bibliography of 202 items, 3) advisory conferences, 4) visits to ongoing projects, 5) letter requests, 6) techniques for the review of the literature, giving principal sources of information, and 7) use of the consultant, a checklist. (MBM)

ED 046 887 24 SP 004 634

Ennis, Robert H.
Postdoctoral Fellowship Program in Educational Research. Final Report.

California Univ., Berkeley. Board of Regents.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0659
Pub Date Dec 70
Grant—OEG-0-9-140659-4620(010)
Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Fellowships, *Higher Education, *Logic, *Philosophy, *Post Doctoral Education

This postdoctoral fellowship report describes activities intended to develop the analysis of the concept of critical thinking. These activities included eight courses at the Berkeley campus of the University of California in logic and philosophy, as well as the presentation of two seminars on the concept of neutrality and on enumerative induction and a paper on conditional logic and primary children. The fellowship also provided opportunities for conference participation and enabled the fellow to observe at close range a pattern of university life at Berkeley which was very different from his experience at Cornell. (MBM)

ED 046 888 08 SP 004 635

Bernstein, Allen L. Demak, Leonard S.
Designing New Careers in the Educational Services. Final Report.

Wayne County Intermediate School District, Detroit, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0356
Pub Date Dec 70

Grant—OEG-5-9-320256-0069
Note—114p.; Chapters 4 and 5 have been published separately as a booklet entitled "Designing Paraprofessional Careers in the Educational Service"

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Opportunities, Interpersonal Relationship, Job Training, *Occupational Mobility, *Paraprofessional School Personnel, *Personnel Selection, *Staff Utilization, Teachers, *Training

The study examined the tasks performed by paraprofessionals in order to 1) obtain operational job descriptions; 2) establish career ladder hierarchies; and 3) establish bases for recruitment, assignment, and training. Data were gathered by 1) questionnaires on which

paraprofessionals and professionals checked tasks performed and rated them for difficulty, importance, and appropriateness for paraprofessionals; 2) in-depth interviews of 23 paraprofessionals and professionals; 3) systematic observation of 12 superior classroom aides. With the work of the parallel EPDA Paraprofessional Training Project, a Taxonomy of Paraprofessional Tasks was used as the basis of a hierarchy of tasks, and a three or four step career ladder. Many different positions were then related to this career ladder. The Taxonomy categorized tasks as "non-interactive," i.e., clerical, housekeeping, or technical, and "interactive," i.e., clerical, monitorial, or tutorial. Important findings are: 1) The career ladder concept based on the Taxonomy described is viable. 2) Personnel should be selected in terms of ability to effectively perform or potential for learning interactive tasks. 3) Working situations should provide more interaction between paraprofessional and professional. (An appendix contains the instruments used in the study.) (Author/RT)

ED 046 889 SP 004 636

Student Teaching and Related Experiences.
Center for the Study of Migrant and Indian Education, Toppensish, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 70

Note—42p.; A Title I, ESEA, project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Course Descriptions, *Disadvantaged Youth, Educational Environment, *Migrant Education, Negroes, Program Descriptions, *Student Teaching, *Teacher Education

Central Washington State College has established a project concerned with the education of migrant and Indian children, with special emphasis on teacher education. The project Center is located on reservation land owned by the Yakima Indian Nation, and students participating in the program will live in the area for 32 weeks of course study and laboratory experience. The objectives of the program are 1) to identify teacher traits and methods of instruction to produce the most desirable learning environment; 2) to identify problems that impede learning; 3) to implement programs which will enable the student teacher to meet identified challenges; and 4) to prepare students for teaching assignments with migrant and Indian children. The document gives details of the course of study, with listings of selected readings, activities, and resource people. (MBM)

ED 046 890 SP 004 637

Von Ende, Eunice, Comp.

Education—Literature of the Profession. A Bibliography Based on the Acquisitions of the Educational Materials Center from January 1, 1969 through June 30, 1970.

George Washington Univ., Washington, D.C. Biological Sciences Communication Project.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No—OE-10060-A

Pub Date Jul 70

Note—45p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE5.210:10060-A; \$0.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Bibliographies, *Book Lists, *Catalogs, *Educational Resources, *Instructional Materials

This is the eighth bibliography issued by the Educational Materials Center, and lists publications received in the Center since December 31, 1968. Annotations are provided only where the title is not self-explanatory. The entries in the main section are grouped according to subject: education (history, theories, and issues); comparative and international education; educational psychology; educational research; educational sociology and related factors; child development; guidance and personnel services; home-school-community relations; school organization and administration; curriculum development; educational facilities; educational media and technology; rural and urban education; support for educa-

tion; education of special groups; educational levels; teacher education; teaching of arts and crafts; teaching of English; teaching of foreign languages; teaching of health, physical education, safety education, and recreation; teaching of science and mathematics; teaching of social studies; vocational and technical education; libraries, media centers, and information services; and literature for children and young people. Other sections list indexes, comprehensive bibliographies and statistical digests, journals in education and related periodicals, newsletters, and publishers' addresses. (MBM)

ED 046 891 24 SP 004 639

Bearden, Ivan R.

Selected Administrative Factors and Related Procedure in the Utilization of Teacher Aides. Final Report.

Missouri Univ., Columbia.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-9-F-039

Pub Date Sep 70

Grant—OEG-6-9-009039-0079(010)

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, *Employment Practices, Employment Problems, *Guidelines, *Staff Role, *Teacher Aides

In this study, research and related literature were reviewed to determine major administrative problem areas in the employment of teacher aides and to develop guidelines for administration of teacher aide programs related to each of the problem areas identified. Then, with a random sampling of those Missouri school districts reporting the use of teacher aides in 1968-69, questionnaires and interviews were utilized to determine the agreement or disagreement between developed guideline areas and current administrative practices of the teacher aide program and the agreement or disagreement between developed guidelines and opinions of individuals in charge of the teacher aide programs. Major findings were: 1) The developed guidelines were not fully utilized in current practices of teacher aide programs. 2) Administrators' opinions endorsed the developed guidelines for the administration of the teacher aide program. (RT)

ED 046 892 24 SP 004 640

Elashoff, Janet Dixon. Snow, Richard E.

A Case Study in Statistical Inference: Reconsideration of the Rosenthal-Jacobson Data on Teacher Expectancy.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-15

Bureau No.—BR-5-0252

Pub Date Dec 70

Contract—OEC-6-10-078

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, *Educational Research, Elementary School Students, Elementary School Teachers, *Expectation, Prediction, Research Design, Research Methodology, *Research Problems, Statistical Analysis, *Teacher Attitudes

Identifiers—Pygmalion in the Classroom

This paper presents a critical evaluation of the research study *Pygmalion in the Classroom* by R. Rosenthal and L. Jacobson (New York: Holt, Rinehart and Winston, 1968) and reports an extensive reanalysis of the Rosenthal-Jacobson data. The Pygmalion study purported to show that children whose teachers expected them to "bloom" intellectually would do so. The critique suggests that the Rosenthal-Jacobson report as a whole is inadequate. Descriptions of design, basic data, and analysis are incomplete. Inconsistencies between text and tables, overly dramatic conclusions, oversimplified, inaccurate, or incorrect statistical discussions and analyses all contribute to a generally misleading impression of the study's results. In their reanalyses of the Rosenthal-Jacobson data, the present authors demonstrate a wide variation in apparent results which can be obtained from slightly different statistical approaches if serious imbalance in design and major measurement problems exist in a research study. They conclude that the reanalysis reveals no treatment effect of "expectancy advantage" in grades 3 through 6. The first and second graders

may or may not exhibit some expectancy effect, but a conclusive analysis of first- and second-grade IQ scores is not possible. (Author/RT)

ED 046 893 24 SP 004 641

Snow, Richard E., Ed.

A Symposium on Heuristic Teaching.

Stanford Univ., Calif. Stanford Center for

Research and Development in Teaching.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No.—TR-18

Bureau No.—BR-5-0252

Pub Date Dec 70

Contract—OEC-6-10-078

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Art Education, *Discovery Learning, English Instruction, *Inquiry Training, Mathematics Instruction, Science Instruction, Social Studies, Teacher Education, *Teaching Skills

In order to explore diverse philosophical, psychological, and pedagogical views on the concept of heuristic teaching and the question whether basic teaching skills can be "content free," a symposium on the subject of heuristic teaching was organized with resource papers being requested from scholars representing several disciplines and subject-matter areas. Papers in this volume discuss applications of heuristic teaching in mathematics, art, science, English, and social studies. Additional papers provide philosophical and psychological analyses of the topic and discussion of its implications for teacher education. (Author/RT)

ED 046 894 24 SP 004 642

Ward, Blaine E.

A Survey of Microteaching in NCATE-Accredited

Secondary Education Programs.

Stanford Univ., Calif. Stanford Center for

Research and Development in Teaching.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No.—R-D-Mem-70

Bureau No.—BR-5-0252

Pub Date Dec 70

Contract—OEC-6-10-078

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Inservice Teacher Education, *Microteaching, *Preservice Education, *Secondary School Teachers, Teacher Attitudes, *Teacher Education, Teaching Skills

A survey of 442 colleges and universities accredited by the National Council for Accreditation of Teacher Education was made to determine how many used microteaching as a training technique in their secondary teacher education programs. One hundred seventy-six indicated that they used microteaching, and 141 of these answered a comprehensive questionnaire. Of the latter group, 72 percent used microteaching in the general methods course, 43 percent in the subject methods course, and 18 percent in student teaching. Seventy-three percent had used microteaching 2 years or less at the time of the survey in 1968-69. About two-thirds of the microteaching programs involved a relatively small number of students (150 or less), and most of the programs used "peer" students in the microclass. There appeared to be a general lack of knowledge about the technical skills of teaching as defined at Stanford; less than a third of the institutions had rationale or had videotaped or filmed models of any of the technical skills. Many respondents who had used microteaching observed an improvement in attitude toward education and in teaching ability both in themselves and in their students. Fifty-four institutions reported contributing directly to the use of microteaching in the inservice education of the state in which they are located. (Author/RT)

ED 046 895 24 SP 004 643

Pinney, Robert H.

Teacher Presentational Behaviors Related to Student Achievement in English and Social Studies.

Stanford Univ., Calif. Stanford Center for

Research and Development in Teaching.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No.—TR-16

Bureau No.—BR-5-0252

Pub Date Dec 70

Contract—OEC-6-10-078

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Variance, *Behavioral Science Research, *Behavior Patterns, *Behavior Theories, Educational Research, Effective Teaching, *Statistical Analysis

This study attempted to identify correlates of successful teaching in the presentation behavior of pre-intern teachers. The sample was drawn from 54 Stanford students who each taught one of six preset social studies or English lessons to 25 eighth and ninth graders. Each pupil took a multiple-choice comprehension test which was used to compute a mean class achievement score for each teacher. The score was adjusted twice, by analysis of covariance for student verbal and quantitative ability, and also for lesson difficulty. These scores were used to select 16 high-scoring and 16 low-scoring teachers. Four categories of presentation behavior (verbal, nonverbal, combination, and interaction) were investigated, yielding more than 100 measures of behavior. Audiotape, videotape, or typewritten transcript records were used to observe and code behaviors. Statistical analysis of each subsample and the total sample were conducted using analysis of variance, rank correlation, stepwise discriminate analysis, stepwise regression analysis, and sign test procedures. The results indicated that the behaviors related to success in one sample differed from those in the other; few behaviors discriminated high-scoring from low-scoring teachers when the two samples were combined. It seemed that high-scoring teachers conveyed the essential points by frequent use of repetition, verbal statements of importance, and/or reinforcement of pupil responses. (Author/MBM)

ED 046 896 SP 004 644

Buell, Robert R.

Curriculum: Hierarchy or Decalage?

Pub Date 71

Note—5p.; Paper presented at annual meeting, AERA, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, *Curriculum Design, Curriculum Research

The assumptions of curriculum based upon external reinforcement psychology and subject-content mastery by remands and punishments are 1) a stable pupil IQ, 2) largely environmentally determined, 3) essentially evaluated through problem-solving to get answers, 4) a one-to-one correspondence with concept and conceptual-scheme hierarchical learning and 5) culture-free within the dominant culture. Equilibrationists, on the contrary, base curriculum on these assumptions: 1) a dynamic, ever-changing intellect, 2) determined through (genetic) maturation and (environment) interaction in which, as processes are conserved, they form a readiness for the next stages in an invariant decalage, 3) through logic (to evaluate answers as well as to find them), 4) which schema have a one-to-one correspondence established between perceptual and conceptual worlds and 5) are culture-determined unless education intervenes to reduce cultural blindness with an educational component. The former is teacher-oriented, the latter learner-oriented. Equilibration curriculum research in the USA falls far behind external-reinforcement content-mastery research and needs much attention. (Included in the comparison is description of curriculum material construction, evaluation, outcomes, and materials of instruction for each of the two curriculum types.) (Author/JS)

ED 046 897 SP 004 646

Webb, Clark

The Conceptualization of Prescriptions for

Teaching.

Pub Date 71

Note—37p.; Paper presented at annual meeting,

AERA, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criteria, *Literature Reviews, *Models, *Teaching

The body of recent prescriptive literature on teaching was analyzed to develop a conceptual model for ordering prescriptive thought about teaching, imposing a rational order on diverse extant frameworks for viewing teaching. Seven existing schemata for ordering thought about teaching were summarized. Three dimensions of the teaching-learning process were identified and a question formulated from each for use as criteria for comparing the various formulations found in the literature. The three dimensions are

1) the learning: What is the nature of the learner? 2) the teaching-learning situation: How should teaching proceed? and 3) the goal: What should be the outcome of teaching? The taxonomic category system generated consists of the following four frameworks: 1) Teaching as Self-enhancement; 2) Teaching as Intellectual Achievement; 3) Teaching as Technology; and 4) Teaching as the Management of Contingencies. (A two-page bibliography is included with the description of each of the four positions.) (JS)

ED 046 898 SP 004 647

Tennyson, Robert D. And Others
Exemplar and Nonexemplar Variables Which Produce Correct Concept Classification Behavior and Specified Classification Errors.

Pub Date 71

Note—30p.; Paper presented at annual meeting, AERA, New York, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, College Students, *Concept Formation, *Concept Teaching

Four instructional strategies for promoting the acquisition of infinite concept classes were investigated. Three independent variables were 1) probability level of exemplars and nonexemplars determined by the number of students in a separate sample who correctly classify the instance as an exemplar or a nonexemplar; 2) matching of an exemplar to a nonexemplar so that the irrelevant attributes are the same or very similar; and 3) divergency of an exemplar with another exemplar so that all of their irrelevant attributes differ. Four dependent variables were predicted: 1) correct classification, all instances, exemplars and nonexemplars, correctly identified; 2) overgeneralization, nonexemplars similar to class members identified as exemplars; 3) undergeneralization, low probability exemplars identified as nonexemplars; and 4) misconception, exemplars and nonexemplars sharing a common irrelevant attribute identified as not class members. The four strategies consisted of presenting to S (N=76) a definition followed by 16 exemplars and nonexemplars which were selected according to the hypotheses: 1) IF high to low probability, divergent, and matched THEN correct classification. 2) IF low probability, divergent, and not matching THEN overgeneralization. 3) IF high probability, divergent, and matching THEN undergeneralization. 4) IF high to low probability, convergent, and no matching THEN misconception. A score on each dependent variable was determined for each subject on a specially constructed test requiring S to identify 30 instances of exemplars and nonexemplars. Every hypothesis was supported ($p < .01$). (Author)

ED 046 899 SP 004 662

Krchniak, Stefan P. Helsel, A. Raymond
Professional and Bureaucratic Orientations of Teachers and Organizational Socialization.

Southern Illinois Univ., Edwardsville.

Pub Date 71

Note—14p.

Available from—Stefan P. Krchniak, Southern Illinois University, Edwardsville, Ill. 62025 (free)

Document Not Available from EDRS.

Descriptors—*Education Majors, Organizational Climate, Professional Recognition, Socialization, *Status, *Student Attitudes, *Teacher Attitudes, *Teaching

From a theoretical framework, hypotheses were generated which predicted that 1) teachers who had undergone organizational socialization (experienced teachers) would be more employee-oriented than education students who had no teaching experience; and 2) education students would be more professionally oriented than the experienced teachers. Two Likert-type scales were used to measure professional and employee role orientations of 135 experienced teachers and 135 teacher education students. The first hypothesis was not supported. Although a significant relationship was found between experience and employee status orientation, it was opposite in direction to that predicted. The second hypothesis also was not sustained, although a trend was noted in the predicted direction. However, it was found that female teachers were significantly higher in professional status orientation than their male counterparts. (Author/RT)

ED 046 900 SP 004 663

Ausabel, David P.
Educational Psychology as a Discipline for Prospective Teachers.

Pub Date 71

Note—13p.; Paper presented at annual meeting, AERA, New York, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Psychology

This definition of the field of educational psychology includes 1) description of the relationship between psychology (concerned with the general aspects of learning) and educational psychology (concerned with classroom learning); 2) a discussion of the decline in knowledge and theorizing about school learning over the past half century, the effects of the retreat of educational psychologists from the classroom, and the status of educational psychology as an applied discipline; 3) a list of four critical prerequisites which must be met before educational psychology can emerge as a viable and flourishing discipline; 4) prediction of the emergence of four trends in the coming decade and description of the future shape of the discipline—an autonomous discipline with its own theory and methods, continuing to be influenced by the parent discipline of psychology. The major thesis is that educational psychology is that special branch of psychology concerned with the nature, conditions, outcomes, and evaluation of school learning and retention; as such, the subject matter of educational psychology consists primarily of the theory of meaningful learning and retention and the influence of all significant variables—cognitive, developmental, affective, motivational, personality, and social—on school learning outcomes. (JS)

ED 046 901 SP 004 669

Collins, James F.

The Teacher Education Center Concept. A Unifying Approval to Teacher Education.

Syracuse Univ., N.Y. School of Education.

Pub Date 70

Note—8p.; Printed narrative plus 63 slides

Available from—Dr. James F. Collins, School of Education, Syracuse Univ., Huntington Hall, Syracuse, N.Y. 13210 (\$18.00; \$15.00 if check accompanies order)

Document Not Available from EDRS.

Descriptors—*College School Cooperation, Cooperating Teachers, *Inservice Teacher Education, *Interinstitutional Cooperation, *Student Teaching, Supervisory Training, *Teacher Education, Teacher Supervision

Identifiers—*Teacher Education Center
This slide-tape presentation, with accompanying manuscript, describes the physical make-up and the functions of a teacher education center. According to the presentation, a teacher education center is a cluster of two or three geographically contiguous elementary or secondary schools. It is administered by a coordinator who is selected jointly by all partners in the center—public schools, teacher education institutions, and possibly also professional associations and the state department of education. The center provides a variety of student teaching experiences for preservice teachers and courses in supervisory techniques for cooperating teachers. One of its major objectives is to involve public school personnel in teacher education and to involve university personnel in curriculum development in the schools. (RT)

ED 046 902 24 SP 004 677

Baty, Roger Mendenhall

The Effect of Cross-Cultural Inservice Training on Selected Attitudes of Elementary School Teacher Volunteers: A Field Experiment.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2597

Pub Date 70

Contract—OEC-4-7-062597-1654

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Change, Changing Attitudes, *Cultural Differences, *Disadvantaged Youth, *Mexican Americans, *Minority Groups, Motivation, Negative Attitudes, *Teacher Attitudes

This research study was designed to determine the effect of exposure to cultural-social-economic diversity on selected attitudes of elementary school teachers by investigating the effects on teacher tolerance and optimism of exposure to 1) the usual classroom situation and 2) an inservice training program. The research was conducted as a field experiment using a pretest-posttest control

group design with replication. A community with a Mexican-American minority population in the southern Bay area of California was selected, and the training program was designed to increase the teachers' understanding of the children's cultural background and to help teachers increase the children's self-esteem. Results indicated that teachers with more than one year's experience with disadvantaged children were more optimistic in their approach, and that the training program made participants more liberal in their outlook. It is recommended that new teachers should not be placed in classrooms with a large percentage of disadvantaged children. Appendices include 1) the procedure used for formation of treatment and matched comparison groups; 2) the survey instrument; 3) the classroom observation record; 4) a cybernetic model of the educational process; 5) analysis of the association between teacher background characteristics and changes in score; and 6) a 73-item bibliography. (MBM)

ED 046 903 24 SP 004 688

Nasca, Donald F.

Research Development Grant (RDG) Proposal for State University Colleges (N.Y.) at Brockport, Genesee, Cortland, Oswego and Roberts Wesleyan. Final Report.

State Univ. of New York, Brockport. Coll. at Brockport.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0303

Pub Date Aug 70

Grant—OEG-1-7-070303-4502(010)

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Educational Research, *Motivation, *Research Proposals

Five small colleges received a 3-year federal award designed to increase research participation on the part of faculty employed at these units. It was hypothesized that specific efforts in this direction would increase the number and quality of research proposals prepared by faculty members. A sequence of activities designed first to promote general awareness of research opportunities and to culminate with small grant awards in priority areas with formats similar to those now in use by the U.S. Office of Education was carried out. The following three conclusions were reached: 1) Initiation of institutional endorsement and encouragement of faculty research will increase faculty research involvement. 2) Within the framework of institutional endorsement, identification of an individual to collect and disseminate sponsored research information on a personal basis is the single most effective technique for increasing research involvement. 3) Faculty visitations to operational research sites in related fields produced the highest "subjectively identified" cause for increased research involvement. (Author/RT)

ED 046 904 24 SP 004 689

Miller, Donald M. And Others

Elementary School Teachers' Viewpoints of Classroom Teaching and Learning.

Wisconsin Univ., Madison. Instructional Research Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No—BR-5-1015

Pub Date 67

Note—458p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Audiovisual Aids, Class Management, Discovery Learning, *Elementary School Teachers, English Instruction, Handwriting Instruction, Independent Study, Individualized Instruction, Instructional Materials, Mathematics Instruction, Parent Teacher Cooperation, Reading Instruction, Spelling Instruction, Student Teacher Relationship, Student Testing, *Teacher Attitudes, *Teaching, *Teaching Techniques

This report describes 3 years of research on identifying, categorizing, and comparing teachers' ideas about teaching. The study used two different groups of 32 Wisconsin elementary school teachers selected according to a stratified random sampling procedure. The first group of teachers participated in a taped 2-hour interview on their ideas about teaching. From the interview tapes, "content units" containing specific ideas about teaching procedures were identified. The second

TE

group of teachers was then asked to sort the content units into categories according to the similarities and dissimilarities which they discriminated among the units and express the substantive meaning which they attached to each category. A latent partition model was then used to identify 32 categories perceived by the teachers. Several replications of this experiment were made using single-word verbs associated with teaching as the content units. This made possible faster sorting and computerized analysis of the data. In addition a questionnaire was administered in which teachers evaluated the contribution to learning of each of the content units. (The document contains samples of all materials used in the project including a sample sorting kit.) (RT)

ED 046 905 24 SP 004 690

Gregory, Thomas B.
Teaching for Problem-Solving: A Teaching Laboratory Manual (Preliminary Edition).

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Rep-Ser-32

Bureau No.—BR-5-0249

Pub Date Jan 70

Contract—OEC-6-10-108

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Evaluation Methods, *Laboratory Training, *Microteaching, *Problem Solving, *Teacher Education, Teaching Skills

This manual provides a set of tasks for use in the microteaching context of a Teaching Laboratory to be used in teaching pupils an approach to problem solving. The introduction describes the contents and functioning of the Teaching Laboratory and the way in which the manual should be used. Details of five lessons are then given. The first lesson is unstructured, the only requirement being that it should be relevant to the curriculum. It is followed by a description of the evaluation methods, the different aspects of the learning situation, and those of teaching problem solving. Lesson 2 presents the problem; lesson 3 formulates hypotheses; lesson 4 verifies hypotheses; and lesson 5 applies the generalization. In the description of each lesson the instructional objectives and methods are detailed, and an evaluation guide and listening guide are also included for each. (MBM)

ED 046 906 24 SP 004 691

Morse, Kevin R. And Others

Effects of Different Types of Supervisory Feedback on Teacher Candidates' Development of Refocusing Behaviors.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Rep-Ser-48

Bureau No.—BR-5-0249

Pub Date Sep 70

Contract—OEC-6-10-108

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Feedback, *Laboratory Training, Learning Processes, *Microteaching, Teacher Attitudes, *Teacher Behavior, Teaching Methods

The purpose of this study was to investigate the relative effects of different modes of supervisory feedback on the development of beginning teacher candidates' refocusing behaviors. Thirty-nine secondary teacher candidates served as subjects. They were enrolled in two sections of the course taught by the same instructor and were assigned randomly to four experimental groups. All the subjects engaged in a micro-teach-reflect cycle over a 2-week period, and all lessons were audiotaped. After the first lesson, one group received no feedback—they were not permitted to listen to their tapes or to consult their instructor. The second group listened to their tapes but received no other feedback. The third group listened to their tapes using a listening guide designed to assist them in identifying their use of refocusing behaviors. The fourth group listened to their tapes using the listening guides and also had a non-directive conference with their instructor. Results indicated that listening to their tapes by the candidates, with or without a listening

guide, seems to yield little change in subsequent teaching behavior. There was some empirical support for combining personal non-directive supervision with other types of feedback. It was also suggested that laboratory teaching will probably be more expensive to initiate and maintain than conventional programs. (MBM)

ED 046 907 24 SP 004 692

Morse, Kevin R. Davis, O. L., Jr.

The Questioning Strategies Observation System (QSOS).

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Rep-Ser-35

Bureau No.—BR-5-0249

Pub Date May 70

Contract—OEC-6-10-108

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, *Educational Research, *Questioning Techniques, *Teacher Behavior, Teaching Techniques, *Verbal Communication The Questioning Strategies Observation System (QSOS) is designed to record verbal behaviors occurring in the classroom which are associated with the teacher's use of questions. Twenty-four categories are used in three main sections: initiation of the question, response to the question, and reaction to the response. Under initiation, the categories first designate the pupils expected to answer (MDES, mass designated; NDES, no one designated; GDES, group designated, and IDES, individual designated), and secondly identify the question's cognitive level (knowledge, comprehension, application, analysis, synthesis, evaluation, affectivity, and procedure). Two additional types of question are probing and redirecting, intended to elicit additional responses. The response categories are: designated (the response is the expected one), independent (pupils respond without being called on by the teacher), intercepted (a pupil other than the one called on responds), aborted (something interferes to prevent a response), and no response (the question fails to elicit any response). Reaction categories are: approval, acceptance, rejection, criticism, and no evaluation. This version of QSOS was developed for a specific research project and does not include categories for pupil initiated questions or textbook or preframed questions. These will be included in a more fully developed version. (MBM)

ED 046 908 24 SP 004 693

Butts, David P. And Others

The Block Program. A Personalized Teacher Education Professional Program.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Rep-Ser-54

Bureau No.—BR-5-0249

Pub Date Aug 70

Contract—OEC-6-10-108

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, *Field Experience Programs, Followup Studies, Mathematics Education, *Methods Courses, *Preservice Education, Science Education, Student Teaching, *Teacher Education, Teacher Evaluation, Teacher Experience

The Block Program is a 1-year, 30 semester-hour elementary teacher education program with emphasis on science and mathematics. It alternates classroom experiences at increasing levels of responsibility with methods courses in time segments ranging from 1 to 9 weeks. During the classroom experience segments, students spend the entire day in the school, from 8 a.m. until 4 p.m. Evaluation of the first year of the program in 1969-70 by participating students and cooperating teachers was favorable. With the assistance of several students, the 1970-71 program was planned and scheduled. The major change in the 1970-71 program is the addition of a segment in which students participate in school opening activities. An evaluation plan for 1970-71 provides for extensive attitude tests and videotaping of students in the program and a comparison group of 25 students in the traditional program. Future evaluation plans include a 3-year follow-up study. (RT)

ED 046 909

Coxall, Brian

Experiment in Drama.

Pub Date 69

Note—4p.

Journal Cit—Use of English; v20 n4 p303-305, 292 Sum 1969

Document Not Available from EDRS.

Descriptors—*Drama, Dramatics, *Group Experience, Lighting, Music, Prose, *Secondary Education, Self Directed Groups

The value of a "miscellany"—prose, poetry, drama, and music centering on a particular theme—staged by secondary students lies in its adaptability. It may be created by and for a group of individuals, with the staging, lighting effects, arrangement of pieces, and grouping of performers all planned to express most effectively the mood or idea of the whole theme as well as each individual item. (JMC)

ED 046 910

Parker, Glenn C. And Others

How to Start a High School Humanities Program.

Pub Date Dec 63

Note—11p.

Journal Cit—School Management; v7 n12 p58-66, 68-70 Dec 1963

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Art Expression, Beliefs, *Communication Skills, Cultural Background, Culture, *Curriculum Design, Curriculum Development, *English Curriculum, History, Humanism, Humanities, *Humanities Instruction, Institutions, Language Arts, Secondary Education, Social Studies

Identifiers—*Beachwood (Ohio) High School

Two separate, complementary high school programs—one in humanities, the other in communicative arts—designed to improve both the general knowledge and the specific language skills of students are offered in Beachwood, Ohio. The knowledge-oriented program in the humanities encourages intellectual dissent and provides an amalgam of history, literature, sociology, philosophy, political science, natural science, economics, and the arts, while focusing on the study of man through the ages. This program explores the general history of what has happened to mankind politically, sociologically, and artistically (grade 9); America from colonization to today (grade 10); particular institutions and beliefs from antiquity to the present (grade 11); and contemporary affairs (grade 12). The skill-oriented program in the communicative arts requires proficiency to satisfy requirements and places the student at his particular level of competency in reading, word study, writing, and speech, offering him more than 40 courses from remedial reading and spelling to advanced semantics and research problems. (Included are a list of all course offerings in communicative arts; the design of the 8 units in freshman humanities; and the text of an interview with three of the administrators on the goals and implementation of the two programs.) (JB)

ED 046 911

Sansom, Clive

Spoken English.

South Australian English Teachers Association, Burnside.

Pub Date May 69

Note—7p.

Journal Cit—Opinion; v13 n1 p39-45 May 1969

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Group Discussion, *Oral Communication, Oral Expression, *Secondary Education, Sequential Programs, *Speech Curriculum, *Speech Education, Speech Evaluation, Speech Instruction, Speech Skills, *Speech Tests

A number of conscious and unconscious objections (e.g., "Speech instruction should be given in the home," and "spoken English should be taught incidentally in all lessons.") have contributed to the present neglect of spoken language in secondary education. We must realize that, in order to be effective, speech must be taught systematically in a continuous, graded program throughout the secondary school. Such a program should be based on a syllabus covering every year of the pupil's school life; it should concentrate on the

TE 001 735

TE 001 953

TE 001 990

everyday use of speech instead of public entertainment (e.g., group discussion and impromptu talks instead of "The Annual Play"); it should provide for grading on specific tests and classwork; and it should include advanced studies. (DD)

ED 046 912

TE 002 064

Wainwright, Gordon

Developing Reading Skills in Further Education.

Pub Date 70

Note—3p.

Journal Cit—Use of English; v21 n4 p336-38

Sum 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English Instruction, Reading Comprehension, *Reading Improvement, Reading Level, Reading Skills, Reading Speed, *Retarded Readers, *Vocational Education
Students with low reading levels in colleges of "further education" would benefit both personally and vocationally from a developmental reading program embracing three principal aims: (1) to increase the range of available reading speeds from 200-300 words per minute to 400, 500, or 800 words per minute without loss of comprehension; (2) to show students how to develop the flexible use of various reading techniques (e.g., skill in both skimming and study reading); and (3) to enable students to improve the quality of comprehension in their reading. For the effective implementation of these goals, a book-centered course—the simple combination of instruction, practice, and discussion—which encourages wide student reading is of more value than expensive equipment (e.g., teaching machines, training films, and tachistoscopic devices). (JMC)

ED 046 913

TE 002 065

Wagner, Geoffrey

Media and the Teaching of English.

Pub Date 70

Note—4p.

Journal Cit—Use of English; v21 n3 p204-207

Spr 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English Instruction, Films, Instructional Media, *Language, *Literature, *Mass Media, Oral Reading

English is made up of literature (the art of letters) and its essential component, language. Media adaptations may make literary works superficially more vivid, but since all such adaptations are divorced from the form of the original, they all differ from the original in important respects. While teachers must point out the significant differences between a literary work and its adaptation in another medium, they must also emphasize their similarity—the vehicle of language. (DD)

ED 046 914

TE 002 067

England, A. W.

Tape Recording and the End Product.

Pub Date 70

Note—6p.

Journal Cit—Use of English; v21 n3 p228-33

Spr 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Class Activities, Classroom Communication, *Creative Dramatics, Creativity, Drama, Interviews, *Student Participation, *Tape Recordings

Intended to provide intense and immediate classroom experiences, tape recording projects of students can take several different forms: (1) unscripted plays and improvised situations (e.g., such "biographies" as "The Life of Charlie MacHerckumding: An Awkward Cuss"); (2) plays based on stories or poems (e.g., dramatizations of episodes from "The Loneliness of the Long Distance Runner"); (3) original scripted plays (e.g., "The Reign of the Rhinoceroses," inspired by a scene from Ionesco's "Rhinoceroses"); (4) interviews (e.g., interviewing witnesses to a fire); (5) reading of prose compositions by their student authors; and (6) magazine programs (e.g., vignettes of how people spend their weekends). (MF)

ED 046 915

TE 002 071

Gibson, S. H., Ed.

What Is English?

Ontario Council of Teachers of English, Toronto (Ontario).

Pub Date 70

Note—6p.

Journal Cit—English Exchange; v12 n3 p7-10, 12-13

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Catharsis, *Emotional Experience, Empathy, *English Instruction, Experience, Literary Criticism, Literary Perspective, Literature, *Literature Appreciation, *Student Interests

Following the trend of organizing English literature study around "themes" both promotes superficial instruction and neglects a major facet of literature especially appealing to today's youth—that literature is a work of art covering the whole spectrum of man's experience where any of man's feelings, thoughts, and actions may find a place. With the primary appeal of art being emotional, literature study should assess and explore the "felt-thought world" given by the artist; and literary style, theme, character, and action should be interpreted only within the context of this "world." (JMC)

ED 046 916

TE 002 079

Broderick, W. F.

"1984"—Is It Worth Reading?

South Australian English Teachers Association, Burnside.

Pub Date May 69

Note—4p.

Journal Cit—Opinion; v13 n1 p28-31

May 1969

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Government Role, *Human Dignity, Humanism, *Literature, Political Attitudes, *Political Issues, Social Environment, *Social Problems, Student Attitudes

Identifiers—1984

By exposing the encroachments of the technological, highly centralized state on the individual, by discussing the struggle in the universities between authority and dissent, and by exploring the problems of an "air-conditioned," dehumanized world, teachers can bring new meaning to the study of "1984"—a novel which seems little more than a distressing piece of science fiction when viewed by politically ignorant students. The Orwellian vision of this struggle between life-denying groups and humanists provides a healthy point of departure for student inquiry into the nature of those problems and may point to possible solutions. (MF)

ED 046 917

TE 002 105

Kornhauser, Louis H. Brooke, Pamela

Enrichment through Radio: A Proposal to Use Radio as a Tool of Instruction from Pre-Kindergarten through Grade 12.

American Univ., Washington, D.C.; District of Columbia Public Schools, Washington, D.C.

Pub Date 19 Mar 68

Note—103p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Compensatory Education Programs, *Disadvantaged Youth, *Educational Radio, Elementary Education, Inservice Teacher Education, *Language Arts, Nonstandard Dialects, Radio, Reading Difficulty, Secondary Education, Standard Spoken Usage, Teacher Participation, Teaching Guides, *Telecommunication

A project in Washington, D.C., used classroom radio as a language arts tool to solve some of the classroom problems (i.e., lack of materials dealing with ghetto children, classroom discipline problems, and the inability of those unable to speak standard English to learn to read and write) which prevent disadvantaged, dialect-speaking children from overcoming their language difficulties. Four types of radio problems (i.e., information, identification, topic, and imagination programs) were selected to attain several performance objectives. As teacher involvement in the planning and production of broadcasts was essential, such training as in-service workshops was implemented and steps were taken to bring both teachers and students into the program. Steps were also taken to assure the dissemination of tapes and teacher materials to schools not involved in the project. (Appended materials include a report on a survey of American radio stations providing instructional programs, a list of schools participating in the project, a sample teacher guide for a program for students in grades 10-12, an evaluation of a classroom radio project, a summary report of a workshop on the use of radio, and a sample schedule of broadcasts.) [Not available in hard

copy due to marginal legibility of original document.] (DD)

ED 046 918

TE 002 113

Wilker, Marilyn

An Approach to Teaching Literature of the Generation Gap.

Illinois Association of Teachers of English, Urbana.

Pub Date May 70

Note—23p.

Journal Cit—Illinois English Bulletin; v57 n8 p1.

23 May 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English Instruction, *Generation Gap, Identification (Psychological), Literary Analysis, *Literature, Literature Appreciation, Parent Student Relationship, Relevance (Education), Role Playing, *Secondary Education, Student Needs, Study Guides, *Thematic Approach, Twentieth Century Literature, Youth Problems

A thematic literature unit on the generation gap utilizing a variety of materials and in-class activities helps students understand their generation and that of their parents, creates an awareness that parent-child conflict is not a new phenomenon, and emphasizes the inevitable cycle by which the younger generation becomes the older generation. The unit can utilize three approaches, each serving a different purpose: (1) to study literature about the generation gap which covers the entire span of literary history, expressing a wide range of viewpoints; (2) to present characters in a contemporary novel with whom the student can sympathize and identify; and (3) to promote an emotional response to literature through role playing. (Brief lists of supplementary reading suggestions and selected references are included as well as study guides on "Zoogy" and "The Late George Apley.") (JMC)

ED 046 919

TE 002 139

Underwood, Jean Louise

Factors Affecting Differences in Quality and Style of Writing in College Freshman Examinations.

Pub Date 69

Note—82p.; Ed.D. Dissertation, University of Oregon

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-2545, MF\$3.00, Xerography \$4.40)

Document Not Available from EDRS.

Descriptors—*College Freshmen, *Composition Skills (Literary), Evaluation, Instructional Materials, *Language Styles, *Teaching Methods, Technical Writing, Textbook Content, *Textbooks

The purpose of this study was to determine the effects of instruction methods and choice of textbooks or teaching materials on the quality and style of writing found in college freshmen English examinations. Eighty male, native English-speaking students (40 taking courses in technical report writing at Oregon Technical Institute, 40 studying standard English composition at Southern Oregon College) constituted an "adjusted" group whose College Entrance Examination SAT scores ranged from 372 to 626. Twenty students from each school constituted a matched group, with SAT scores from 372 to 573. Of 300 words graded on each examination, 25 "errors" were carefully defined, explained, and recorded, and an objective grade for each paper was established. The nine most popularly sold College English Handbooks were then analyzed, and the percentage each textbook devoted to each "error" was recorded. Results showed that (1) there is no difference between the writings of freshmen studying standard English composition and those studying technical report writing, and (2) there is no difference between the writings of freshmen using one of the nine best-selling freshman English composition texts and those using visual aids supplemented by various other materials. (Author/MF)

ED 046 920

TE 002 148

Pilon, Alice Barbara Cummings

Stimulating Creative Writing Through Literature: A Guide for Teachers of the Intermediate Grades.

Pub Date 69

Note—447p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-22,030, Mfilm \$5.70, Xerography \$20.25)

Document Not Available from EDRS.

Descriptors—Children's Books, *Composition Skills (Literary), *Creative Writing, Elementary Education, English Curriculum, Fiction, Inductive Methods, Intermediate Grades, *Language Arts, Legends, Literature Appreciation, *Literature Programs, Poetry, *Teaching Guides, Vocabulary
Identifiers—Blue Willow

A structured writing program for the intermediate grades was designed, utilizing such children's literature as poems, legends, fairy tales, tall tales, and books to stimulate elementary school children to write creatively. Chapters in the teacher's guide for the program present many specific suggestions and activities to help children (1) use specific literary selections as a "springboard to creative writing (The content and purpose of each selection are briefly described.), (2) love literature, (3) build vocabulary, (4) become aware of the importance of appealing to the senses when they write, and (5) write their own poetry and develop critical thinking and an awareness of literary techniques. Other materials included in the guide are a bibliography in the fields of creativity and language arts; numerous examples of children's creative writing; worksheets to be used by children who select their own works; and a full treatment of Doris Gates' book "Blue Willow" to demonstrate how other literature can be appropriated when a long work is studied and how children can be actively involved in a book through the kinds of inductive questions and activities proposed. (Author/JB)

ED 046 921

TE 002 150

Noakes, Ann Marie

The Effects of Conditions of Pre-Questioning upon Comprehension of Fiction and Non-Fiction Selections with Fifth Grade Children.

Pub Date 69

Note—176p.; Ph.D. Dissertation, University of Delaware

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-21,968, Mfilm \$3.00, Xerography \$8.20)

Document Not Available from EDRS.

Descriptors—Ability Grouping, Fiction, Grade 5, *Language Arts, Pretesting, *Questioning Techniques, *Reading Comprehension, *Reading Instruction, Reading Level, *Teaching Techniques, Testing

This study investigated the effects of using three strategies for reading on the comprehension of fiction and nonfiction selections by fifth graders. The subjects (N=270) were grouped into three different reading ability levels and randomly assigned to the three strategies for reading: (1) subjects read the entire selection and then answered 10 questions (RT), (2) subjects read 10 questions, then read the selection and answered 10 questions (QRT), and (3) subjects were given the 10 questions, each with four multiple choice answers; they were asked to select an answer for each question, read the selection, and again answer 10 questions (QSRT). Data were analyzed by Analysis of Variance, Duncan's Multiple Range Statistic, t-tests and Chi square. Findings were that (1) neither of the three strategies is more effective than the other, but a trend favored the QSRT strategy for the above average and average readers, (2) the reading strategies did not make a difference of statistical significance when performance on the fiction and nonfiction selections was compared, (3) regardless of reading ability level or the strategy used, the subjects performed better when reading fiction rather than nonfiction, and (4) the subjects achieved higher scores on the pretest than on the post test. (Author/LK)

ED 046 922

TE 002 151

Houck, Douglas Wayne

A Descriptive Study of Selected Elementary and Secondary Education Act Title I Language Arts Programs.

Pub Date 69

Note—196p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-1763, Mfilm \$3.00, Xerography \$9.00)

Document Not Available from EDRS.

Descriptors—*Administrative Change, Agencies, Case Studies, Community Involvement, *Curriculum Development, Curriculum Planning, Educational Programs, Equal Education, *Federal Programs, Inservice Teacher Education, *Instructional Improvement, *Language Arts, Longitudinal Studies, Program Administration, Program Descriptions
Identifiers—*Elementary Secondary Education Act Title I

This study was concerned with an investigation and analysis of curricular and administrative change within specific categorically funded language arts programs and was directed toward the discovery and examination of the current status of curriculum development as related to the improvement of instruction and equalization of educational opportunity. Longitudinal case studies were utilized to isolate the specific dependent variable of curriculum development within four selected school systems. The categorically funded language arts programs of these systems were examined as to their relationship with the district funded programs, curriculum planning, inservice education, administrative organization, evaluation, and community involvement. Specific instances of change were utilized as indicators of development. The following are some hypotheses formulated from the observations and specific case studies: (1) Local educational agencies tend to modify the state and federal expectations pertaining to the utilization of categorical aid to reflect local expectations for the implementation of previously planned programming. (2) Categorical aids influence the allocation of resources within local agencies according to the specifications of the aid, but do not re-shape their organizational structures. (Author/LK)

ED 046 923

TE 002 154

Arlo, Raymond

The Relative Effectiveness of Inductive and Expository Teaching of Principles of General Semantics upon the Critical Reading Ability of 9th-Grade Students.

Pub Date 69

Note—291p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-21,178, Mfilm \$3.75, Xerography \$13.30)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Critical Reading, Critical Thinking, English Instruction, Grade 9, *Inductive Methods, Interaction Process Analysis, *Junior High School Students, Reading Skills, *Semantics, *Teaching Methods

Each of three teachers at Isaac Young Junior High School, New Rochelle, New York, taught three groups of ninth-grade students—two experimental classes (one taught by expository methods and one by inductive methods) and one control class taught the usual curriculum. For both expository methodology and inductively-based instruction, current high school textual material on general semantics was selected and adapted by the researcher into a unit of 15 lessons taught by the teacher during his usual English class period twice a week for 8 weeks. An audio tape recording was made of every lesson each teacher taught and the teaching of every lesson was rated by an impartial recorder using the "Amidon-Flanders Interaction Analysis System." The "Watson-Glasner Critical Thinking Appraisal" measured the critical reading ability of the students. The results were that both experimental groups scored significantly higher (.05 level) than the control group and that the group taught by inductive methods scored significantly higher (.05 level) than that taught by expository methods. It was concluded that inductive teaching of principles of general semantics can more effectively improve the critical reading ability of ninth graders than can expository methods, and that critical reading ability can be improved as a result of instruction in general semantics. (Author)

ED 046 924

TE 002 156

Bynum, James Henry

An Investigation of Structure of Grammar and Continuity and Sequence in Twelve Secondary Language Arts Curriculum Guides.

Pub Date 69

Note—122p.; Ph.D. Dissertation, University of Missouri, Kansas City

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-19,450, Mfilm \$3.00, Xerography \$6.00)

Document Not Available from EDRS.

Descriptors—*Content Analysis, Curriculum Design, *Curriculum Guides, *English Instruction, *Grammar, Language Arts, Secondary Education, Sequential Approach, Structural Grammar, Structural Linguistics, Traditional Grammar, Transformation Generative Grammar

Twelve high school curriculum guides for English grammar, rated superior by a committee of the National Council of Teachers of English, were examined. An effort was made to define the grammatical position of each guide as agreeing with school grammar, scholarly traditional grammar, structural linguistic grammar, or transformational generative grammar. A second problem was the determination of provisions within each guide for the organization of learning experiences, for statements of elements to be organized and principles by which that organization might be accomplished. Grammatical items which failed to indicate a preference for any structure of grammar comprised at least 50% of the items in every guide. Where some preference was revealed, the structural linguistic approach was strongest, followed by transformational generative grammar. The 12 guides developed at least 39.2% of curriculum elements sequentially. Figures for elements developed continuously when added to the figures for sequential items gave cause for real optimism about curriculum organization in English grammar. However, a major conclusion was that although curriculum guides have improved in the last 20 years, they have not made sufficient improvement in grammar sections of language arts guides. (Author/LK)

ED 046 925

TE 002 157

Luchinger, Barbara Beth

Responses of Tenth-Grade Readers to Paired Complex and Less Complex Short Stories.

Pub Date 69

Note—173p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-21,708, Mfilm \$3.00, Xerography \$8.00)

Document Not Available from EDRS.

Descriptors—*Complexity Level, Content Analysis, *English Instruction, *Grade 10, High School Students, Imagery, Intelligence Level, Sex Differences, *Short Stories, *Student Reaction

This study examined the responses of 10th-grade students of low, average, and high abilities to two levels of short stories: the complex, or adult, story and the less complex, or adolescent story. Students read four pairs of short stories and wrote their immediate and delayed responses to tests containing two open-ended questions and 10 objective ones. The students (N=464) were divided into terciles on the basis of ITED Composite Percentile scores. Open-ended responses were coded, and a reliability of .89 was computed for the content analysis. Data from chi square analyses of responses to open-ended questions were then applied to four questions: Is the student able to perceive the Purpose and Imagery (Function) of one type of story more accurately than of the other? Does the intellectual ability of the student affect his response to the two kinds of stories? Do boys respond differently from girls? Does a delayed response change from the original? Generally, the questions were answered in the affirmative, and results favored the less complex stories. (Author/LK)

ED 046 926

TE 002 169

Anderson, William Groff, Patrick

Children, Teachers and Literature.

Office of Education (DHEW), Washington, D.C.

Tri-University Project in Elementary Education.

Pub Date May 68

Note—73p.; Volume 1

Available from—Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 (\$2.00. Make checks payable to Univ. of Nebraska.)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Childhood Needs, Children, *Elementary Education, Elementary School Teachers, English Curriculum, Experience, Inductive Methods, *Literary Analysis, *Literature, Literature Appreciation, Mythology, *Poetry, Symbols (Literary), *Teacher Education, Teacher Improvement, Teaching Methods Identifiers—Sleeping Beauty

In this collection of papers, the authors develop a set of premises regarding the need for elementary teachers to be trained in the discipline of literature. Sections discuss (1) the importance of literature in providing children with mythic touchstones by which to conceptualize and order experience, (2) the need to train elementary teachers to discover the meaning of literature for themselves, (3) a non-structural approach to teaching children's literature, which is experience-centered rather than rule-oriented, (4) the seminal contribution to Western literature of fairy tales, exemplified by the images in "Sleeping Beauty," (5) the choice of poems for children and the best methods for teaching poetry in the elementary classroom, (6) a structural approach to children's literature—its sequence, sources, and how to teach it, and (7) a dialogue between Groff and Anderson on the need to provide a solid base for children's later appreciation of and trust in poetry. Appendices include a comparison of the original German with various English translations of a key passage in "Sleeping Beauty" and a list of paperback books for use in college courses on children's literature. (JB)

ED 046 927

TE 002 173

Symula, James Francis

Censorship of High School Literature: A Study of the Incidents of Censorship Involving J. D. Salinger's "The Catcher in the Rye."

Pub Date 69

Note—162p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-19,035, Mfilm \$3.00, Xerography \$7.60)

Document Not Available from EDRS.

Descriptors—Academic Freedom, *Censorship, *Literary Analysis, Literary Criticism, Literature Appreciation, *Literature Programs, Moral Issues, Moral Values, Novels, Public Schools, Sanctions, *Secondary Education, *Teacher Responsibility

Identifiers—"Catcher in the Rye"

An examination of the omnipresent problem of censorship, especially as it affects public high school literature programs, emphasizes the need for book selection policies and formal procedures for handling a complaint against a book. This study concerning censorship of "The Catcher in the Rye" may prove useful to school personnel in combatting or preventing censorship by its review of studies of censorship incidents together with the critical literature dealing with "Catcher." Four major conclusions of the study are that (1) censorship is based on ignorance; (2) in choosing classroom literature, the teacher has tremendous responsibility to the student; (3) English teachers must lead the fight against censorship; and (4) there is a great need for honest reporting of facts surrounding an incident of censorship. (Author/JMC)

ED 046 928

TE 002 174

Rogers, Richard DeVere

A Study of the Effect of Practice upon the Ability to Follow Oral Directions.

Pub Date 69

Note—249p.; Ed.D. Dissertation, Arizona State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-20,794, Mfilm \$3.25, Xerography \$11.25)

Document Not Available from EDRS.

Descriptors—Auditory Tests, *Aural Learning, *Elementary Education, Grade 5, *Learning Experience, Listening Comprehension, Listening Habits, *Listening Skills, *Listening Tests, Oral Communication, Task Performance, Test Results

A pilot study of an experimental group of fifth graders in a Scottsdale, Arizona, elementary school was conducted to determine the effect of a series of training exercises on the students' ability to follow oral directions and on their general listening ability. After the training period,

tests were administered to the experimental group and to two grade 5 control groups, and test scores indicated significant differences in the mean scores of the two groups. A 4-week training program in following oral directions was subsequently field-tested. Twelve fifth grade classes were pretested and randomly assigned to experimental and control groups. Each day for 20 days the experimental groups received a daily exercise containing 12 practice items in following oral directions. Several post tests were administered immediately and again after a month's delay. Results indicated that, although no significant change in listening ability seemed to result from the training exercises, a significant amount of training was retained after one month's delay ($p < .01$) and a substantial difference was observed between experimental and control groups on total performance scores ($p < .05$). (Author/JB)

ED 046 929

TE 002 175

Krause, Dorothy Loretta

A Study of Present Practices and Attitudes Concerning the Letter Grading System of Secondary School Language Arts Teachers and Administrators of Oahu, Hawaii.

Pub Date 69

Note—186p.; Ed.D. Dissertation, University of South Dakota

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-20,614, Mfilm \$3.00, Xerography \$8.60)

Document Not Available from EDRS.

Descriptors—Academic Performance, Achievement Rating, *Administrator Attitudes, Conventional Instruction, Educational Needs, Educational Policy, Educational Practice, Grades (Scholastic), *Grading, *Language Arts, Parent Attitudes, Report Cards, Secondary Education, Student Evaluation, *Teacher Attitudes

The attitudes and opinions of secondary school language arts teachers and administrators on the island of Oahu were surveyed regarding the traditional letter grading system and their uses of it. By administering a questionnaire on the letter grade system and computing the responses, data were obtained on educator attitudes toward the definition and purpose of a grade, grading standards practiced compared to grading standards preferred, factors used to grade students, major strengths and weaknesses of the system and ways to improve it, and evaluation systems preferred to the letter grade. Findings indicated that, although the letter grade itself and its purpose were defined in a variety of ways, teachers and administrators on Oahu share a large majority of the same attitudes regarding the traditional letter grading system. Most of the educators agreed that this system has more weaknesses than strengths and that it met the parents' needs more than it met either theirs or their students' needs. The large majority of the administrators and teachers preferred to report to parents and students in terms of goals attained for a specific course rather than in terms of letter grades. (Author/JB)

ED 046 930

TE 002 176

Peterson, Erling Winston

A Comparison of Three Methods of Teaching Composition to Seventh and Ninth Graders.

Pub Date 69

Note—110p.; Ed.D. Dissertation, Northern Illinois University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-19,897, Mfilm \$3.00, Xerography \$5.40)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Composition (Literary), Composition Skills (Literary), English Instruction, Evaluation Methods, Grade 7, Grade 9, *Grammar, *Literature, Secondary Education, *Teaching Methods, Writing, Writing Skills

The purpose of this study was to determine whether different methods of English instruction would produce significant differences in students' ability to write as well as to recognize satisfactory writing. During the first quarter of the school year, 731 students at the seventh and ninth grade levels were taught by one of three teaching methods believed to improve writing ability—the study of literature, the study of literature with grammar, and the study of literature with composition. The students' improvement in writing skills was measured by (1) administering the

STEP Writing Test at the beginning and end of the experiment, (2) requiring each student to write an essay on the same subject at the beginning and end of the experiment, and (3) making a gross count of errors on each essay. Findings gave support to the practice of teaching grammar in conjunction with literature to improve writing skills at the seventh grade level, although the other two teaching methods proved more effective in the ninth grade. At both grade levels, teaching the principles of composition, coupled with frequent student practice in writing, proved to be an effective teaching method. (Author/JB)

ED 046 931

TE 002 177

Bragle, George Wallace

The CEEB Summer Institutes: An Attempt at Reform of the English Curriculum.

Pub Date 69

Note—149p.; Ed.D. Dissertation, State University of New York at Albany

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-1883, Mfilm \$3.00, Xerography \$7.00)

Document Not Available from EDRS.

Descriptors—Composition (Literary), *Curriculum Development, *Educational Improvement, Educational Objectives, Educational Programs, English Education, English Instruction, *Institutes (Training Programs), Language, *Language Arts, Literature, Program Improvement, *Secondary Education, Teacher Education Identifiers—CEEB Summer Institutes, College Entrance Examination Board

This study examined selected procedures chosen by the Commission on English of the CEEB for improving secondary school English teaching. The purpose was to evaluate the outcomes of such procedures by means of criteria derived from general principles in curriculum development. Specific questions of the study involved the Commission's objectives, the changes effected on the focus of English teaching by the CEEB Institute participants in New York State, the extent to which these changes were consistent with those taught or recommended by the Institutes, and the characteristics of those participants and local settings showing greater implementation of the desired objectives than other participants and settings. Data from interviews and questionnaires indicated that, although the Commission's program in literature and composition was accepted, neither the definition of English as an interrelated program of language, literature, and composition nor the program in language has been accepted. Some conclusions were that (1) program effectiveness correlated with activities approved for curriculum development, specificity of objectives, and use of feedback; (2) Commission leadership exercised insufficient control over teacher training programs at the Institutes; and (3) program adoption depended on decisions made at the local level. (Author/JMC)

ED 046 932

TE 002 179

Jurgens, Sister Jeanne Marie Griffin, William J.

Relationships Between Overall Quality and Seven Language Features in Compositions Written in Grades Seven, Nine, and Eleven.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on School Learning and Individual Differences.

Report No.—PP-70-01

Pub Date 70

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), *Composition Skills (Literary), Discourse Analysis, Evaluation Criteria, Evaluation Methods, Language Patterns, *Language Research, *Linguistic Patterns, Phrase Structure, Rating Scales, Secondary Education, Transformation Generative Grammar, Transformations (Language), *Writing Skills, *Written Language

Seven objective measures of language production—number of words, T-units, subordinate clauses, clauses of all types, words per clause, words per T-unit, and clauses per T-unit—were applied to 269 compositions written by seventh, ninth, and 11th graders to test assumptions about the relationships between quality of writing and students' age and maturity levels. Quality ratings of high (H), middle (M), and low (L) were given to each paper, using the evaluation procedures of

the STEP test. The following relationships were tested: For total words, total T-units, words per T-unit, number of subordinate clauses, and total clauses, it was hypothesized that $H=M$, $M>L$, and $H>L$; for words per clause, $H=M=L$; and for clauses per T-unit, $H<M$, $M>L$, and $H>L$. Results indicated that (1) distinctions between quality of papers were not signaled by differences in ratios of words to T-units, words to clauses, or clauses to T-units, (2) quality was distinguished by significant increases from low to middle to high in total words, total T-units, and total clauses, and (3) on the whole, low papers made use of significantly fewer subordinate clauses than did either middle or high. (Included are tables indicating the statistical measures used and a review of normative studies which previously examined developmental trends in composition quality. (JM))

ED 046 933

TE 002 183

Horner, Vivian Maryann
The Verbal World of the Lower-Class Three-Year-Old: A Pilot Study in Linguistic Ecology.
Pub Date 69
Note—323p.; Ph.D. Dissertation, The University of Rochester
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-2874, Mfilm \$4.15, Xerography \$14.65)

Document Not Available from EDRS.

Descriptors—*Child Language, Culturally Disadvantaged, Ecological Factors, *Environment, *Lower Class, Nucleation (Language Learning), Oral Communication, *Preschool Children, Preschool Education, Socioeconomic Influences, *Verbal Communication, Verbal Development, Verbal Learning

Concerned with educational problems associated with low socioeconomic status, this pilot study in linguistic ecology was designed to substitute hard data for speculation about the nature and frequency of verbal behavior in the world of the poor child. To avoid self-consciousness and any restrictions on movement of the subjects, a small microphone-transmitter was unobtrusively carried by two lower-class Negro 3-year-olds—a boy and a girl—which electronically monitored each child for 1 weekday and 1 weekend day in and around his home. Tape recorded transmissions included verbal behavior of the child and those with whom he interacted, and background talk and noises occurring in the child's immediate environment. The tapes were transcribed and analyzed, the child's network of verbal interaction and the frequency of interaction with others in the environment were determined, and context variables were examined. Resultant information suggests the need (1) to develop educational intervention programs which permit direct control of the environment at the preschool level, and (2) to promote the involvement of students of language in the functional, as opposed to formal, aspects of language. (Author/JMC)

ED 046 934

TE 002 195

Wolf, Mary Hunter Miller, Victor B.
Theatre's Different Demands: An Approach to the Classroom Teaching of Plays.
American Shakespeare Festival, Stratford, Conn.; Connecticut State Dept. of Education, Hartford.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DPSC-67-3573

Pub Date [70]

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acting, Communication Skills, *Creative Activities, Cultural Enrichment, *Curriculum Guides, Drama, *Dramatics, Emotional Experience, Lesson Plans, Production Techniques, Role Playing, Secondary Education, Skits, Teacher Developed Materials, *Theater Arts

Identifiers—Shakespeare

This teacher's guide, the result of a 3-year Title 3 project, is a sequentially arranged program designed to introduce high school students to acting and to provide them with an understanding of the uniqueness of dramatic literature, particularly Shakespearean drama. The processes of the theatre are explored, introducing improvisational exercises and theatre games which deal with (1) the dynamics of the "action-reaction-action" process as reflected in acting, (2) the physical

and aesthetic demands of the stage, (3) experiences which provide students with a method for getting at the core of a scene, (4) the exploration of feelings, moods, tensions, atmosphere, and tone in acting, (5) practice in actor-concentration and character-building, (6) the experience of words as the expression of an emotion, or as the dynamic mask of true feelings, and (7) the skills necessary for analyzing and discussing a play. This sequence of activities culminates with the production of a play and the students' critiques of the production. Lesson plans provide objectives and suggested activities, procedures, and questions. (JM)

ED 046 935

TE 002 198

Projects in Practice.

Scottish Education Dept., Edinburgh.

Pub Date 70

Note—75p.

Available from—British Information Services, 845 Third Avenue, New York, N.Y. 10022 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Communication Skills, *English Programs, *Human Relations, *Individual Development, Oral Expression, Periodicals, Radio, Student Interests, Student Needs, *Student Projects, Writing Skills

This "working paper" offers 16 sample projects (integrated programs of work built around a central situation or idea intended to aid in the development of communication skills and the personal and social development of students) which are divided into five types: (1) minor projects—short projects which introduce the approach, built around some simple situation or incident; (2) imaginary community projects—pupils project themselves imaginatively into the life of some community, producing written and oral responses with an emphasis on human character; (3) magazine and radio program projects, produced with a certain readership or audience in mind; (4) radial projects—pupils are asked to explore the human issues underlying a certain situation; and (5) bridge projects—students explore various human issues through the study of texts. Guidelines for the designing and implementing of projects, and suggestions for projects with different types of pupils are provided. The appendix includes record-of-work sheets, an assessment project, and three examples of projects adjusted to suit local situations and particular classes. (MF)

ED 046 936

TE 002 199

The Teaching of Literature.

Scottish Education Dept., Edinburgh.

Report No.—Bull-2

Pub Date 68

Note—39p.

Available from—British Information Services, 845 Third Avenue, New York, N.Y. 10022 (\$0.80)

Document Not Available from EDRS.

Descriptors—Critical Reading, Elementary Education, *English Education, Interpretive Reading, Literary Criticism, *Literature Programs, Poetry, Reading Development, Relevance (Education), Secondary Education, Student Projects, *Teaching Guides, Textbook Selection, *Thematic Approach

Identifiers—Scotland

This pamphlet was written to provide guidance on the teaching of literature in the Scottish primary and secondary schools. An introduction points out the reasons for teaching literature and suggests criteria by which to select worthwhile texts and plan programs. The place of oral literature and poetry in the primary school and the need for primary school training in reading and interpretation is then presented. Next, a four-stage program for literature in the secondary school is outlined, stressing the need to (1) use language in contexts requiring active student participation with literature readily available to pupils as a source of illustration and reading pleasure, (2) use thematic grouping of literary texts, (3) stimulate students' appreciation of poetry, (4) make literature a central element for students whose reading ability is below average, (5) meet the interests and needs of individual students while preparing them for the Ordinary or Higher Grade examinations, and (6) construct programs which present literature as a direct object of study and induce students to read with pleasure. Lastly, the importance of literary criticism in the secondary school is discussed. (DD)

ED 046 937

TE 002 203

The Fort Hunt High School Elective English Program.

Fort Hunt High School, Alexandria, Va.

Pub Date [70]

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), Course Descriptions, *Elective Subjects, *English Curriculum, *Literature Programs, Ungraded Classes, *Ungraded Programs

This ungraded, elective English program is based on the division of each school year into six 6-week units. The first unit of the six-on composition—is required of all students separated into graded classes of Freshmen through Seniors. In the other five units, certain elective courses are offered to Freshmen and Sophomores and others to Juniors and Seniors. All of the nearly 150 elective courses, except for such special offerings as "Effective Speech," "Basic Grammar," and "Visual Composition," are literature based. A brief description of each course is included. (DD)

ED 046 938

24

TE 002 204

Williams, Frederick And Others**Effects of Visual Cues of Ethnicity upon Speech Ratings.**

Texas Univ., Austin. Center for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-0336

Pub Date Dec 70

Grant—OEG-0-70-2868(508)

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anglo Americans, Culture Conflict, Discourse Analysis, *Educational Research, Ethnic Grouping, *Ethnic Stereotypes, Mexican Americans, Negroes, *Predictive Validity, Rating Scales, *Speech, Speech Evaluation, *Teacher Attitudes

The purpose of this study was to test the implication that ethnic stereotyping may bias a teacher's perception of a child's speech. The subjects, 44 undergraduate education majors, were asked to view three 90-second segments of video tape showing fifth and sixth grade boys from three ethnic groups—Black, Mexican-American, and Anglo—and were asked to complete a rating instrument made up of a set of semantic differential scales designed to judge a child's speech in terms of "confidence-eagerness" or "ethnicity-nonstandardness." The video tapes were produced in such a manner that it was possible to substitute the speech of one child for another. Each subject was shown a segment of an Anglo child speaking standard English, a segment of a Black or Mexican-American child speaking the standard English of an Anglo child (dubbed in), and a segment of a Black or Mexican-American child speaking his own dialect. Findings indicated that visual cues of ethnicity did bias the subjects' evaluations of standard English speech samples. Black and Mexican-American children shown with audio dubs of standard English were judged to be less confident and eager and more ethnic and nonstandard than the Anglo children speaking standard English. (See also ED 042 756-ED 042 758.) (JM)

ED 046 939

TE 002 205

Laird, Charlton**And Gladly Teach: Notes on Instructing the Natives in the Native Tongue.**

Pub Date Dec 70

Note—217p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Creative Writing, *Educational Philosophy, *English Education, Grammar, *Language, Linguistics, *Literature, Relevance (Education), Research Methodology, Rhetoric, Structural Linguistics, Teacher Responsibility, Teaching Quality, Tests, World Literature

Twenty-three lectures by Charlton Laird, read at institutes and conventions over the past 25 years, deal with such areas in language, literature, and composition as "Trouble in Linguistic Paradise," "A Simplified Look at Grammar and Language," "Goldilocks and the Three or More Rhetorics," "More About Creative Writing," "The Case for Casebooks: One Way to

Handle the Research Paper;" "The Devil, Teachers, and World Literature;" "A Do-it-Yourself Program for Teaching Composition;" and "A Few Tricks of the Trade, Especially Concerning Examinations." (MF)

ED 046 940 TE 002 206
Ebbs, John D.

Language Course for Teacher Training Program in Elementary Education.

Office of Education (DHEW), Washington, D.C. Tri-University Project in Elementary Education.

Pub Date 7 May 68

Note—27p.; Vol. 4

Available from—Nebraska Curriculum Development Center, Andrews Hall, Univ. of Nebraska, Lincoln, Nebraska 68508 (\$0.50). Make checks payable to University of Nebraska

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Descriptive Linguistics, Dialects, *Elementary School Teachers, English, *Language Arts, *Language Instruction, Language Research, Linguistics, Phonology, Psycholinguistics, Teacher Education, *Teacher Education Curriculum, Traditional Grammar, Transformation Generative Grammar

After briefly reviewing the present state of linguistic research, this project concluded that both recent developments in research and increasing educational demands upon all children indicate a need for increased attention to the language education of elementary teachers, especially a broader orientation in language training. Following a discussion of the uses and limitations of traditional grammar in language education, the report suggests a course of study for teachers which would cover aspects of traditional grammar, transformational grammar, structural phonology, methods of linguistic description, psycholinguistics, and dialects. Additional materials include a partially annotated list of references and a list of sources which could be used as textbooks for the components of the language course. (DD)

ED 046 941 TE 002 207

Holland, Thomas R., Ed. Lee, Catherine M., Ed. "The Alternative of Radicalism": Radical and Conservative Possibilities for Teaching the Teachers of America's Young Children; Proceedings of the National Conference of the Tri-University Project (5th, New Orleans, January 29-31, 1969).

Office of Education (DHEW), Washington, D.C. Tri-University Project in Elementary Education.

Pub Date Jan 69

Note—194p.

Available from—Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 (\$1.50). Make checks payable to the Univ. of Nebraska.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bilingual Education, Community Influence, *Economic Factors, *Educational Development, Educational Policy, Elementary Education, *English Education, *Equal Education, Humanism, Individualized Programs, Inner City, *Job Training, Mexican Americans, Racial Differences, Racial Integration, Racism, Secondary Education, Teacher Education

This report of the Fifth National Conference of the Tri-University Project is introduced by Paul Olson and contains speeches by (1) Virgil E. Boyd, who presents Chrysler Corporation's job-oriented educational program, (2) Don Davies, who calls for the equalization, individualization, and humanization of education, (3) Donald H. Smith, who explains the educational significance of the "street"—its culture, influence, and importance—in the lives of inner-city children, (4) Jerome S. Bruner, who discusses the "divisive dichotomies" present in education—e.g., old versus young, society versus individual, and order versus innovation, (5) Kenneth Boulding, who relates the economic process to education, and (6) Wayne Booth, who challenges the profession to educate Americans to be critical thinkers. Materials include responses to the six speeches, and the reports and transcriptions of committee discussions on such topics as community control, inner-city education, bilingual education in literature and composition, implementation of new ideas and programs, and three of education's specific regional problems, (the Mexican-American in the Southwest, integration in the South, and conservatism in Appalachia). (JM)

ED 046 942 24 TE 002 208

Langlois, Kathryn

English Composition by a Comparative Method Using an Operationally Defined Theme Evaluation Technique. Final Report Draft.

Saint Louis Junior Coll. District, Mo. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-F-104

Pub Date Jul 70

Grant—OEG-6-70-0013(509)

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *College Freshmen, Comparative Analysis, *Composition (Literary), Composition Skills (Literary), *English Instruction, Essays, *Evaluation Techniques, Grading, Rhetoric, *Student Writing Models

Since Students in Freshman English face the problem of feeling that they cannot begin to match the professional writers whose essays they read, an experiment was designed in which instructors used well-written themes of fellow students as examples of good writing on a level more attainable than the professional essayist. Pairs of themes—one well written, one poorly written—were read, discussed, and compared by students in the experimental group before actually writing a specific rhetorical assignment, while the control group was taught by the instructor's conventional method. Themes of both experimental and control classes were judged according to a "Behavioral Objective" (for thesis statement, organizational outline, theme body, introduction, and conclusion) agreed upon by the Project Director and colleagues as "writing." Results were twofold: (1) the comparative method seemed to be effective in the teaching of some kinds of themes (e.g., definition, comparison-contrast, diagnostic themes) and ineffective in others (e.g., illustration themes); and (2) the Behavioral Objective used to measure and evaluate both sets of themes proved to be the greatest contribution of the project. Five graphs included in this report may be illegible in hard copy reproduction. (JMC)

ED 046 943 TE 002 209

Brusasco, Marjori

Work Content and Vocational Development in Novels Listed for Use in New York State Secondary Schools.

Pub Date 69

Note—202p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-723, MF10 \$3.00, Xerography \$9.25)

Document Not Available from EDRS.

Descriptors—Career Choice, Cultural Images, *English Curriculum, Literature, *Novels, *Occupational Aspiration, Occupational Guidance, Secondary Education, *Student Attitudes, Vocational Counseling, *Work Attitudes

In this study, 35 novels suggested by the "New York State Syllabus in English for Use in Grades 7 through 12" were examined to determine what attitudes they reflected toward work and vocational choice. After the range and proportion of work content had been noted, categorized, and indexed in each of the novels, it was found that occupations were concentrated in farm-related, professional, and housewife categories, differing widely from a 1960 New York State official statement about occupational groups. Also, it was noted that specific discussions of work attitudes and occupational choice were infrequent and sometimes negative, and career patterns, although diverse for men, were restricted for women. It was concluded that this list of 35 novels presented a somewhat narrow view of work and occupational choice. Findings suggested that wider concepts of work and occupational choice should be developed in the curriculum and that a study is needed to find novels for classroom reading which stimulate vocational exploration among students and which also meet English curriculum criteria. (Author/JB)

ED 046 944 TE 002 210

Baker, Georgia Ann Pitcher

The Efficiency of Diagnostic, Readiness, and Achievement Instruments as Predictors of Language Arts Achievement: A Longitudinal Study from Kindergarten Through Second Grade.

Pub Date 69

Note—134p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-3845, MF10 \$3.00, Xerography \$6.40)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Tests, Diagnostic Tests, Educational Objectives, *Language Arts, Language Handicaps, Learning Readiness, *Primary Education, Psycholinguistics, Reading Readiness, *Student Ability, Student Needs, *Tests

The broad purpose of this study was to investigate some ways of predicting the language arts achievement of kindergarten children in order that their academic needs more nearly may be met. The Metropolitan Readiness Test (given to 16 subjects at the end of kindergarten) and the Metropolitan Achievement Test, Primary I, the Purdue Perceptual Motor Survey, the Illinois Test of Psycholinguistic Abilities, and the Screening Tests for Identifying Specific Language Disability (given at the end of first grade) were identified as predictor sets. The achievement criteria were summated subtest scores from the Metropolitan Achievement Test, Primary II, and the California Achievement Test, Lower Primary, given at the end of the second grade. From the data available, it was concluded that (1) the Metropolitan Readiness Test does not prove to be an efficient predictor of language arts achievement for the second grade subjects; (2) the diagnostic instruments are statistically as efficient as or more efficient than the readiness and achievement tests with most of the criteria; and (3) individual patterns of academic development may be observed by plotting performances on some of the predictive criteria. The information gained from the diagnostic instruments may be useful to the teacher for formulating educational objectives to meet individual needs. (Author/MF)

ED 046 945 TE 002 211

Burns, Marilyn Jones

Selected Characteristics of a Children's Individual Test of Creativity.

Pub Date 69

Note—217p.; Ph.D. Dissertation, University of Southern California

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-19,362, MF10 \$3.00, Xerography \$9.90)

Document Not Available from EDRS.

Descriptors—Age Differences, *Children, *Creative Ability, *Creativity, Creativity Research, Cultural Differences, Elementary Education, Evaluation, Intelligence Tests, Performance Tests, Reading Tests, Sex Differences, *Testing, *Verbal Communication, Verbal Tests

Identifiers—*Children's Individual Test of Creativity, CITOC

The purpose of this study was to discover characteristics of CITOC, the Children's Individual Test of Creativity, an instrument including both a verbal and performance measure of six abilities of creativity—sensitivity to problems, fluency, flexibility, originality, elaboration, and redefinition. To evaluate the CITOC measure, the hypotheses were stated in null form: no differences exist between the scores of boys and girls, of advantaged and disadvantaged children, or of six age groups (ages 4-9). CITOC was individually administered to 316 boys and 294 girls who represented all of Los Angeles County's racial, ethnic, and socioeconomic groups. Findings indicated that, while CITOC scores increased with the child's age, score differences between sex groups were negligible and the few differences between scores of the advantaged and disadvantaged did not consistently favor either group. Individual intelligence test scores and reading achievement scores, when available, were also correlated with CITOC scores, but with few positive results. It was concluded that the early identification of children with high creative abilities still awaits the development and refinement of special measuring instruments. (Author/JB)

ED 046 946 TE 002 212

Levy, Alan William

The Effects of Teacher Behavior on the Language Development of Head Start Children.

Pub Date 68

Note—179p.; Ph.D. Dissertation, Case Western Reserve University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-5032, Mfilm \$3.00, Xerography \$8.20)

Document Not Available from EDRS.

Descriptors—Educational Research, *Language Development, *Preschool Children, Rewards, *Socially Disadvantaged, Student Teacher Relationship, *Teacher Behavior, Verbal Learning

Identifiers—Head Start Programs

This study was concerned with the effects of specified dimensions of teacher behavior on the language development of socially disadvantaged preschool children enrolled in Head Start. The hypothesis, later verified by the findings, was that teachers showing high levels of competence in eliciting verbal behavior from their pupils and rewarding them appropriately, in providing a language model for children, and in maintaining positive social-emotional relationships would aid their pupils' language development. Eighteen teachers were observed teaching 295 children, were rated on three 10-item subscales of the Observational-Rating Instrument constructed for the study, and were divided by ratings into high, middle, and low teacher-behavior groups. Language development was quantified by five subtests of the Illinois Test of Psycholinguistic Abilities and an additive Composite Score. An analysis of covariance was used to test the general hypothesis and to adjust for variations in uncontrolled, related factors. Significant differences among the three teacher-behavior groups were obtained on all language indices except the Auditory-Vocal Automatic subtest. The highest-rated teacher-behavior groups also had the highest language scores on the initial administration of tests. (Author/DD)

ED 046 947

TE 002 213

Trammell, Robert Thomas

Senior English in Selected High Schools.

Pub Date 69

Note—277p.; Ed.D. Dissertation, Auburn University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-3352, Mfilm \$3.60, Xerography \$12.60)

Document Not Available from EDRS.

Descriptors—Educational Attitudes, *Educational Improvement, *Educational Practice, Educational Strategies, *English Curriculum, English Instruction, *English Programs, Instructional Materials, Secondary Education, Senior High Schools, Teacher Attitudes, *Teacher Education, Teacher Evaluation, Teaching Methods

In this study, 50 teachers of senior English were surveyed regarding their academic preparation and the English programs and curricular practices in their schools (18 selected high schools in Alabama). An analysis of existing professional literature was made to determine the status of current senior English programs and to ascertain what criteria and recommendations had been developed regarding effective teaching strategies; academic and professional preparation of senior English teachers; teaching responsibilities of senior English teachers; and senior English programs in literature, language, reading, and composition. Findings indicated that the English programs selected for analysis were on the whole slightly weaker than those included in the 1968 national study by James Squire and Roger Applebee and slightly stronger than those included in the 1964 NCTE survey. Recommendations for improving senior English courses were then made to the senior English teachers and administrative personnel in the selected schools. (Author/JB)

ED 046 948

TE 002 214

Horton, Lowell Wayne

An Analysis of Illegibilities in the Cursive Handwriting of 1,000 Selected Sixth-Grade Students.

Pub Date 69

Note—147p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-22148, Mfilm \$3.00, Xerography \$7.00)

Document Not Available from EDRS.

Descriptors—*Cursive Writing, *Grade 6, Handwriting, Handwriting Instruction, *Handwriting Skills, *Sex Differences

The purpose of this study was to collect and analyze specimens of cursive handwriting of 1,000 selected sixth grade students in an attempt to determine analytically how sex and handedness differences affected cursive handwriting. Specifically, an attempt was made to determine those particular letters or letter combinations which were illegible (preventing easy and immediate identification of the letter) to the three judges who read the specimens. The subjects were asked to write as well as possible, and as many times as possible in 5 minutes, the following sentence: "The quick fox jumps over the lazy brown dog." The third sentence in each paper was used for purposes of analysis. Some conclusions drawn from the study were that (1) there was considerable variance in incidence of malformations of letters; (2) the cursive handwriting of the students was less than desirable—25% of the letters of the right-handed girls (who had fewer illegibilities than any other group) were judged illegible, while the left-handed boys (the most illegible group) made nearly one half of their letters in an illegible manner; (3) the results of this study suggest the possibility of a diagnostic-remedial program of handwriting instruction on an individual basis and a developmental program of group instruction in the intermediate grades. (Author/MF)

ED 046 949

TE 002 215

Sardy, Susan Jane

Dialect, Auditory Discrimination and Phonics Skills.

Pub Date 69

Note—247p.; Ed.D. Dissertation, Yeshiva University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-21,022, Mfilm \$3.20, Xerography \$11.25)

Document Not Available from EDRS.

Descriptors—*Auditory Discrimination, Caucasian Students, *Grade 4, *Listening Skills, Negro Students, *Phonics, Puerto Ricans, Sex Differences, *Socioeconomic Background, Urban Areas, Urban Language

This study investigated relationships between residential segregation in a large urban area and selected auditory discrimination and phonics skills among 240 lower and middle class Negro, Puerto Rican, and White fourth graders. Two tests were developed and taped specifically for use with earphones in this study: a 41-item Auditory Discrimination Test of graded standard word pairs containing minimal phonemic contrasts, and an 81-item decoding Phonics Test of regular sound-symbol relationships based on items from the Auditory Discrimination Test. The ethnolinguistic group distributions of auditory discrimination scores were found to differ significantly, at .01 level, after correction for vocabulary score: the Negro group contained the largest portion of high scorers, the Puerto Rican group indicated the greatest general difficulty, and the White group significantly outperformed all others. Neither socioeconomic class nor sex related to performance on this task. Phonics test scores did not relate to either sex or ethnolinguistic group membership—Puerto Rican and Negro subjects did not differ significantly from the White group on this task. Socioeconomic class was found to be a highly significant determinant, with middle class children far outperforming their lower class counterparts. (Author/MF)

ED 046 950

TE 002 216

Peterson, Nancy Laraine

Behavior Modification Technology: Its Application to the Development of Creativity in Elementary School Children.

Pub Date 69

Note—340p.; Ph.D. Dissertation, Brigham Young University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-4722, Mfilm \$4.35, Xerography \$15.30)

Document Not Available from EDRS.

Descriptors—Academic Ability, *Behavior Change, *Creativity, *Elementary Education, Grade 4, Grade 5, Intelligence Quotient, *Language Arts

The study was designed to determine whether (1) creativity training using behavior modification techniques would produce significant gains in test scores of experimental over control subjects; (2) conditioned skills would generalize to a different

problem operation—for which training was not given; and (3) training in fluency and flexibility would result in an increase in the originality scores of trained subjects. Selected from each of three schools were 24 subjects who scored low on group and individual pretests for creativity, and who were then subdivided equally into fourth- and fifth-grades, high and low I.Q., and boys and girls within Experimental, Control-1, and Control-2 groups. Experimental subjects obtained significantly higher scores on post test measures of fluency and flexibility, the generalization task on the individual test, and originality measures on similar tasks for which training was given. Results indicated superior performance of high over low I.Q. subjects and fifth- over fourth-grade subjects on group but not on individual tests, thus suggesting that creativity scores on group measures were highly affected by I.Q., grade, and academic skills. (Author/JMC)

ED 046 951

TE 002 220

Taylor, J. Lewis

An Assessment of the Value of Certain Measuring Devices for Identifying Creative Writing Performance.

Pub Date 69

Note—210p.; Ph.D. Dissertation, Brigham Young University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-4702, Mfilm \$3.00, Xerography \$9.45)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Achievement Tests, *Creative Writing, Creativity, *Grade 8, Intelligence Quotient, *Measurement Techniques, Peer Groups, Predictive Measurement, Self Evaluation, *Student Ability, Student Characteristics, Student Evaluation

The purposes of this study were to assess the individual and relative value of seven types of measuring devices for identifying students with creative writing ability, also to determine which of the devices comprised the best small predictor battery for indicating creative talent. Of the nearly thirty "predictor" variable scores derived from the administration of the assessment instruments to 111 eighth-grade subjects, all but one showed statistically significant correlations ($p < .05$) with the criterion scores. The resultant rank-order of the measures based on their relative value for indicating creative writing talent was: (a) teacher ratings, (b) standardized achievement test scores, (c) peer ratings, (d) IQ test scores, (e) grade-point averages, (f) certain divergent-production test scores, (g) self-ratings, and (h) biographical inventory creativity key scores. The best small predictor battery for indicating creative writing performance was comprised of teacher ratings, a standardized achievement measure, peer ratings, and two divergent-production tests. This battery accounted for 80 percent of the criterion variance and successfully identified 17 of the 20 subjects with high creative writing ability. (Author)

ED 046 952

TE 002 222

Doyle, Ruby Nell

Black Literature for Young Readers: An Annotated Bibliography of Literature By and About Black Americans for Seventh and Eighth Grade Students.

Louisville Board of Education, Ky.

Pub Date Sep 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Athletics, Christianity, *Grade 7, *Grade 8, Humor, Music, Negro Achievement, *Negro Culture, Negro History, Negro Leadership, *Negro Literature, Poetry, Self Concept

This bibliography, intended for teachers of grades 7 and 8, presents 52 annotated literature sources and lists an additional 49 non-annotated sources by and about black Americans. The entries can be used to supplement assigned literature anthologies. Themes or categories offered (with representations from various genres) are (1) "Black Pioneers and Leaders Worth Knowing," (2) "Who Am I?" (3) "Sports and Adventures," (4) "Shades of Humor," (5) "Black History Through Poetry," (6) "Songs to Steer by," and (7) "Celebrating Christmas." (MF)

ED 046 953

TE 002 226

Higgins, James E.

Beyond Words: Mystical Fancy in Children's Literature.

Pub Date 70

Note—112p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, N.Y. 10027 (\$5.95 clothbound, \$3.25 paperbound)

Document Not Available from EDRS.

Descriptors—*Authors, *Childhood, Childhood Attitudes, Childhood Interests, *Childrens Books, Creative Writing, *Fantasy, Fiction, Literature, *Mysticism, Poetry, Prose

Concerned with books which enrich and preserve a child's wonder and faith, this publication explores the fanciful literature which communicates with the "inner child." Chapters include (1) "The Writers of These Books," (who have a childlike quality about themselves which sets them apart from their fellow writers); (2) "How These Books Are Written" (especially the Narnia series of C.S. Lewis); (3) "The Child and the World Within Him"—a world in which the material and the spiritual are so entwined as to be one; (4) "The Child and the World Around Him"—a world which reveals traces of the spiritual realities of which the child is aware, but not fully comprehending; (5) "The Child and the World Beyond Him"—a world which nourishes the child's sense of fancy; and (6) "Reaching Beyond Words"—to the heart, to the intuition, to the reality of spiritual world—all marked by an atmosphere of "joyful sadness." References for each chapter are provided. (JMC)

ED 046 954

TE 002 227

Enright, D. J.

Shakespeare and the Students.

Pub Date 70

Note—206p.

Available from—Schocken Books Inc., 67 Park Avenue, New York, N.Y. 10016 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Characterization (Literature), College Instruction, *Drama, Literary Analysis, *Literary Criticism, Literature Appreciation, Relevance (Education), Secondary Education, Seventeenth Century Literature, *Student Interests

Identifiers—*Shakespeare

Departing from the tendency to dwell extensively on the symbolism in Shakespeare's plays and to see the works as metaphysical formulations, studies in this book focus on his work as "plays about people"—their reactions as real people to possible situations. Four plays are examined, scene by scene: (1) "King Lear" and the Just Gods; (2) "Antony and Cleopatra": Nobody is Perfect; (3) "Macbeth" and the Henpecked Hero; and (4) "The Winter's Tale": More Tragedy than Comedy, more Realism than Romance. Both what the characters say and their tones of voice are analyzed. (JMC)

ED 046 955

TE 002 228

Gearing, Ronald L. And Others

A Course Guide for Afro-American Literature.

Evanston Township High School, Ill.

Pub Date Nov 70

Note—26p.

Journal Cit—Illinois English Bulletin; v58 n2 pl-26 Nov 1970

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*African American Studies, Course Objectives, Course Organization, *Cultural Education, Educational Philosophy, Educational Resources, *Elective Subjects, Evaluation Techniques, Grade 11, Grade 12, Learning Activities, Literary Genres, *Negro Literature, Student Evaluation, *Teaching Guides

This course guide describes a one-semester, junior and senior, elective course in Afro-American literature, organized generally by genre and based on a required reading list of eight paperback books. An introduction points out the importance of including black literature in all 4 years of required English classes, rather than offering only a special course, in Illinois high schools. An article, "The Un-literature Literature Course—Afro-American Literature," written by the teacher, discusses class activities, from role-playing sessions to formal readings, which aim at establishing a sense of freedom of views among blacks and white. The course is designed to go beyond

the limits of traditional literature courses to include the study of historical events and influences, and to create a sense of "the black experience." Student comments on the course are included. After a statement of the high school's educational philosophy, the guide takes up course organization; cognitive, affective, and psychomotor objectives; teaching-learning activities; evaluation or assessment techniques; and learning resources, both print and nonprint. A selective bibliography for teachers of Afro-American literature is included. (DD)

ED 046 956

TE 002 229

Kuhns, William

Themes: Short Films for Discussion with Supplement One.

Pub Date 68

Note—295p.

Available from—Geo. A. Pflaum, Publisher, Inc., 38 West Fifth Street, Dayton, Ohio 45402 (Stock No. 10093, \$8.95, includes Supplement One)

Document Not Available from EDRS.

Descriptors—Art Education, English Education, *Films, *Film Study, Guidance, Health Education, History, Language, Mathematics Education, Repetitive Film Showings, Science Education, *Secondary Education, Social Studies, Sound Films, *Teaching Guides

Brief summaries of over 110 short, non-instructional, films suitable for showing in high school are presented together with such information as length of film, film maker, date of release, and distributor. Suggestions on the classroom use of each film and a few questions for discussion about the film are also provided. Appendices contain addresses of distributors, a bibliography on film study, a thematic index to the films listed, and a curriculum index which indicates which films are suitable for use in classes on art, English, guidance, health, language, history and social studies, and science and mathematics. (DD)

ED 046 957

TE 002 230

English for the Young School Leaver.

Scottish Education Dept., Edinburgh.

Report No—Bull-3

Pub Date 70

Note—36p.

Available from—British Information Services, 845 Third Avenue, New York, N.Y. 10022 (\$0.80)

Document Not Available from EDRS.

Descriptors—Class Newspapers, Composition Skills (Literary), Drama, *Language Arts, Literature Appreciation, *Low Ability Students, Oral Communication, Reading Skills, *Secondary Education, *Special Programs, Student Needs, *Student Projects, Tests

Preceded by a profile of the characteristics and problems of "young school leavers" (those pupils who, at the beginning of their third year in the secondary school, are assigned to courses which do not lead to the Scottish Certificate of Education examinations), this bulletin, prepared by the Central Committee on English, offers perspectives on developing the language arts skills and enriching the personal lives of such students. Curriculum areas discussed are (1) reading (including the strengthening of basic skills, the study of literature, and reading for pleasure); (2) oral work (development of student ability in language usage, thinking, and listening); (3) drama work (stressing dramatic role playing and improvisation); (4) written work (practice in "reportage" and in personal, sensory, and imaginative writing); and (5) examinations (suggesting new forms which allow students to exhibit the skills they possess). The use of projects—connected activities which give form and meaning to students' work—is probed, and possibilities ranging from newspapers to playlets are detailed. (MF)

ED 046 958

TE 002 231

English in the Secondary School—Early Stages.

Scottish Education Dept., Edinburgh.

Report No—Bull-1

Pub Date 67

Note—33p.

Available from—British Information Services, 845 Third Avenue, New York, N.Y. 10022 (\$0.80)

Document Not Available from EDRS.

Descriptors—Class Activities, Communication (Thought Transfer), Composition (Literary), English Education, *English Instruction, *English Programs, Literature, Oral English, Reading, Secondary Education, *Skill Development,

*Student Projects, *Thematic Approach, Units of Study (Subject Fields)

This bulletin contains the basic principles of an approach to English teaching at the beginning secondary school level. Following a statement of the basic philosophy of the program and a definition of the aims of English at the secondary level, sections are presented containing (1) the prerequisite skills taught at the primary school level, (2) suggestions for planning a program of skill acquisition necessary for academic study, (3) suggestions for the organization of the "English class project" method for teaching and learning basic skills, (4) procedures for organizing instruction in classes containing students with mixed abilities, (5) plans and suggestions for organizing a text-based study of language and literature, (6) explanations of the "thematic" and "unit" approaches to English, (7) suggestions for integrating the least able pupils into the English program at the secondary level, and (8) an explanation of a process for assessing and correcting written work. (JM)

ED 046 959

TE 002 232

Decker, Isabelle M.

100 Novel Ways with Book Reports.

Pub Date 69

Note—189p.

Available from—Citation Press, Div. of Scholastic Magazines, 50 W. 44 St., New York N.Y. 10036 (\$2.50)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Book Reviews, Class Activities, Composition (Literary), Group Activities, Individual Activities, *Literary Criticism, *Literature, Oral Communication, Research Projects, Secondary Education, *Student Motivation, *Teaching Techniques

This guide for junior and senior high school teachers of literature describes 100 post-reading activities—including critiques, debates, symposiums, forums, research papers, minilectures, and critical analyses—which were designed to stimulate student interest, encourage reading, and develop critical thinking. As a summary, a chart lists (1) the form of each report (oral and/or written), (2) its degree of difficulty, (3) the type of reading involved, (4) the grade level it is designed for, and (5) whether it is designed for individual, small groups, or an entire class. A list of selected sources for teachers and/or students covers reading improvement and enrichment, literary criticism, writing improvement, oral communication, audio-visual aids, writing incentives, and bibliographies and bibliographical aids. (DD)

ED 046 960

TE 002 233

Ecroyd, Donald H. Clark, Frank

A Suggested Model for Developing Speech Programs in Pennsylvania; and An Analysis of Pennsylvania's Suggested Model for Developing Speech Programs: Draft 5.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Curriculum Planning and School Evaluation.

Pub Date Sep 68

Note—15p.

Journal Cit—Pennsylvania Speech Annual; v25 p26-40 Sep 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication

(Thought Transfer), *Curriculum Development, Curriculum Evaluation, *Educational Objectives, Learning Processes, Listening, *Models, Speaking, *Speech Curriculum, *Speech Education, Speech Instruction, Teacher Education

In the first section of this two-part report, Donald H. Ecroyd discusses a proposed working model for developing speech programs which contains (1) a rationale for speaking and listening instruction at all levels, (2) a diagram of specific objectives and a schematic design for translating these into a speech program, (3) suggestions for classroom teacher preparation, (4) a listing of representative objectives for each aspect of the model, and (5) the five developmental steps for speech programs—basic assumptions, definition of principles, development of objectives, statements of application, and criteria for evaluation. In the critique contained in the second section of the report, Frank Clark states that the model presents a sound framework for further study and application, but does not stress the broader aspects of speech education because it is too closely allied with public address, lacks sequential development, and fails to present instruction and

references for beginning teachers. Also included are suggestions for improving the model and a bibliography of speech curriculum models, projects, and reports. (JM)

ED 046 961

TE 002 235

Shaver, James P.

Teacher Students Two Years Later: A Report on the Logan-Cache Tutorial Center for Underachieving Readers and Writers.

Utah State Dept. of Public Instruction, Salt Lake City.

Report No.—DPSC-66-2152

Pub Date Jun 69

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Educational Research, Grade 4, Grade 7, Grade 10, Individual Instruction, *Reading, Tutorial Programs, *Tutoring, *Underachievers, *Writing

Identifiers—Logan Cache County Tutorial Center, Utah

This ESEA Title 3 project provided tutoring assistance to fourth, seventh, and 10th grade students who were underachievers in reading and/or writing as determined by a correlation of students' test results on the California Test of Mental Maturity and the Sequential Tests of Educational Progress (STEP). Three groups of students were randomly established: those assigned to one-to-one tutoring (one tutor and one student), those assigned to one-to-three tutoring, and those in a control group receiving no special help. In the third year of the program, a group of students in one-to-five tutoring were also studied. By the end of the first year of the program it was clear that tutoring had a statistically significant effect on the students and that the effect was increasingly greater from the fourth to the seventh to the 10th grades. The analysis of data from the second year of tutoring supported these findings. A program of delayed testing 1 or 2 years after the students had participated in the tutoring program indicated that the effects of tutoring were still evident for all students both on the STEP tests and as seen in students' grades. Results indicated no systematic differences favoring one-to-one, one-to-three, or one-to-five tutoring. (Thirty-three tables are included.) See also ES 000 937 for the project proposal. (DD)

ED 046 962

TE 002 239

Wheeler, Robert Walter

Self-Transcendence as a Normative Philosophy and Psychology Underlying the Teaching of Literature and Composition.

Pub Date 69

Note—319p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-14,678, MFfilm \$4.10, Xerography \$14.40)

Document Not Available from EDRS.

Descriptors—Affective Objectives, Biochemistry, Community Colleges, *Composition (Literary), *Educational Philosophy, *Educational Psychology, Educational Trends, Effective Teaching, *English Literature, Preschool Learning, Secondary Education, *Self Evaluation, Student Attitudes

The self-transcendence theory addressed primarily to teachers of literature and related composition in secondary schools and community colleges is distilled from extensive readings in two mainstems of contemporary thought: the "romantic thread" in educational philosophy and the work of Third Force psychologists, particularly Carl R. Rogers and Abraham H. Maslow. Study of these two mainstems yields a normative, student-centered, philosophical-psychological theory of self-transcendence making possible the setting forth of (1) the most important qualifications of an effective teacher and (2) the student attitudes required for optimum self-transcending learning. Besides improving student-teacher relationships, thereby facilitating learning, this theory will assist educators to understand, assess, reject, or make more efficient use of such ongoing trends in our schools and society as the growing interest in (1) affective as well as cognitive learning; (2) the near-future impact of biochemistry and other manipulative procedures; (3) the preschool learning of the child; and (4) the possibility of the "whole community as school." (Author/DD)

ED 046 963

TE 002 241

Johnson, Robert Spencer

A Comparison of English Teachers' Own Usage with Their Attitudes Toward Usage.

Pub Date 68

Note—195p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-12,520, MFfilm \$4.00, Xerography \$8.80)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, English Education, *Language Usage, *Standard Spoken Usage, *Teacher Attitudes, *Teacher Behavior, Teacher Response

In spoken and written situations which focused the teachers' attentions on information rather than on their language, samples of 100 English teachers' actual language were obtained with respect to five debatable usages: "everybody...their," "reason...is because," "who" as an object pronoun, "will/would" with the first person subject to express futurity without determination, and "myself" as a non-reflexive, non-emphatic object pronoun. The majority of teachers expressed disapproving attitudes toward four of the five usages for both speech and writing. Nonetheless, 99% of the teachers were found to use at least one of the "incorrect" usages, each of the "incorrect" usages was used by a majority of teachers in their speech, and three of the usages were used by a majority of the teachers in their writing. Moreover, 94% of the teachers used at least one of the "incorrect" usages that they themselves disapproved of and would correct in their students' work. However, when the teachers were alerted to the discrepancies between the language they teach as correct and the language they use, 99% of the teachers expressed a willingness to change their attitudes toward language correctness and to modify their teaching accordingly. (Author/DD)

ED 046 964

TE 002 242

Loveless, Edna Maye

Developing Critical Thinking Skills in Students in Eighth Grade English Classes.

Pub Date 69

Note—201p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-13,720, MFfilm \$4.00, Xerography \$9.25)

Document Not Available from EDRS.

Descriptors—Comparative Testing, *Composition (Literary), *Critical Thinking, English Education, *English Instruction, Generalization, Grade 8, Literary Analysis, *Programmed Instruction, Programed Materials, Secondary Education, Writing Skills

This study was designed to determine whether a student's level of critical thinking would be increased by exposure to programmed materials which emphasized the use of qualifying words in avoiding over-generalizations. Seventy 8th graders were randomly divided into two groups—one experimental, the other control—which were judged to be equivalent on the basis of scores computed from six pretests—Cornell Thinking Test, Iowa Vocabulary and Reading Subtests, SRA Educational Ability Test, a sentence completion test, and a paragraph composition exercise. The control group used materials dealing with interpreting literature and improving skills in English mechanics while the experimental group used materials focusing on the use of qualifying words in verbal settings. Results of the post-test indicated that (1) the experimental group made significant gains in total number of qualifying words used in sentence completion, (2) the control group made significant gains on mean scores on the critical thinking post-test, and (3) no difference was noted between total number of qualifying words used by the two groups in paragraph composition. Further investigation was recommended to determine the effectiveness of the experimental materials if used over longer periods of time and if presented without paper-pencil restrictions. (Author/JM)

ED 046 965

TE 002 246

Mitchell, James Wayne

A Study of the Effect of the Cooperating Teacher on the Verbal Classroom Interaction of Student Teachers in Secondary English.

Pub Date 69

Note—59p.; Ed.D. Dissertation, North Texas State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (order No. 70-9144, MFfilm \$3.00, Xerography \$3.00)

Document Not Available from EDRS.

Descriptors—*Cooperating Teachers, *Educational Research, Secondary Education, *Student Teaching, *Teacher Behavior, *Verbal Communication

This study investigated the extent of the relationship between the classroom verbal behavior of the cooperating teacher and that of the student teacher to determine if the student teacher imitated the verbal classroom behavior of the cooperating teacher. Thirty-two student teachers and 32 cooperating public secondary school teachers participating in a student teaching program took part in the study, while 32 public school teachers not in the student teaching program formed a control group. Flanders' System of Interaction Analysis was used to record the verbal classroom interchange, and indirect-direct (I/D) ratios were calculated for each teacher. Correlation coefficients were computed between the I/D ratios of the three groups. Only that between the student teachers and cooperating teachers (.46) was significant (at the .01 level). A significant relationship was also found between cooperating teachers and the control teachers regarding the amount of student talk. The findings implied that cooperating teachers should be selected carefully and given orientation. (Author/DD)

ED 046 966

TE 002 260

Hopkins, Lee Bennett

Let Them Be Themselves: Language Arts Enrichment for Disadvantaged Children in Elementary Schools.

Pub Date 69

Note—206p.

Available from—Citation Press, Educators Service Division, Scholastic Magazines, Inc., 50 West 44th Street, New York, N.Y. 10036 (Stock No. TX 1324, \$2.50)

Document Not Available from EDRS.

Descriptors—Childrens Books, Class Activities, Composition (Literary), Critical Thinking, *Disadvantaged Youth, *Elementary Education, *Inner City, Instructional Innovation, *Language Arts, *Learning Activities, Oral Communication, Poetry, Self Concept, Teaching Techniques

This book offers inner-city language arts teachers suggestions to make the teaching-learning act more significant and rewarding. The compilation of innovative activities and ideas is divided into six chapters dealing with (1) the improvement of students' self-image, (2) children's literature, (3) written expression, (4) poetry, (5) oral language activities, and (6) critical thinking and language arts. The activities included have all been classroom tested. Each chapter is followed by a list of books and articles on the same subject for further reading matter. Appendices contain (1) three booklists for urban and disadvantaged children, grades K-2, 3-4, and 5-6 and mature readers; (2) a list of award winning children's books; and (3) a list of outstanding volumes of Negro poetry. (DD)

TM

ED 046 967

TM 000 119

Testing and Further Development of an Operational Model for the Evaluation of Alternative Title I (ESEA) Projects.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [69]

Contract—OEC-0-8-001681-1882 (099)

Note—221p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, Change Agents, Compensatory Education Programs, *Computer Programs, *Cost Effectiveness, Dropouts, Educational Environment, Educational Quality, *Educational Research, *Environmental Influences, Learning Characteristics, Learning Processes, *Models, Prediction, Primary Education, Program Evaluation,

School Community Relationship, Secondary Education, Student Attitudes, Student Characteristics, Truancy

The Elementary and Secondary Education Cost-Effectiveness Model originally developed to a detailed mathematical specification has now been developed into a computer programmed form which can be used at the school system level. This, the Office of Education Cost-Effectiveness (OECE) Model, is based on the major hypotheses that changes in student impedance (or resistance to learning) are proportional to changes in the quality and quantity of personal services provided by the school, and that changes in student achievement are directly proportional to changes in the quality and quantity of instruction and inversely proportional to total change in impedance. Students are considered in terms of those variables most easily ascertained by the schools. The model is outlined and the methodology by which its parameters are set and the steps by which it is used are described. Analysis of sample model runs is presented. Included in the appendices are directions for using and changing the model, description of the program organization, flow charts, and the program itself. (PR)

ED 046 968 TM 000 127

Petry, John R., Ed.
Proceedings of the Evaluation Workshop Retreat.
 Memphis State Univ., Tenn.
 Pub Date Jul 69

Note—124p.; Proceedings of the Evaluation Workshop Retreat, Burns, Tennessee, July 1969

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Data Collection, Decision Making, Educational Improvement, Educational Objectives, Educational Planning, *Educational Programs, Evaluation, Evaluation Criteria, *Evaluation Techniques, Management, Problem Solving, *Program Evaluation, Program Planning, *Research Methodology, Statistical Analysis, *Systems Analysis, Systems Development, Tests, Workshops

Identifiers—*Elementary Secondary Education Act Title III, Tennessee

The Design for Tennessee Assessment and Evaluation of Title III, Elementary and Secondary Education Act, was developed to provide a tool for educators to use in evaluating projects and programs in Tennessee schools. An intensive workshop on evaluation was held using the Tennessee Evaluation Design as the synthesizing structure. The presentations began with an overview of evaluation and a discussion of the design itself. Other presentations included "Planning Networks and Program Management," "State Evaluation, a Team Effort," "Writing Educational Objectives," "An Organizational Structure of Variables Affecting Educational Programs," "Measurement Instruments," "Application of Analytic Techniques," and "Data Collection Techniques." A glossary is included. (PR)

ED 046 969 TM 000 287

Bramble, William J., Wiley, David E.
Implications of a Class of Covariance Structure Models for the Development of Measuring Instruments.

Pub Date Oct 70

Note—16p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Covariance, Computer Programs, Goodness of Fit, *Mathematical Models, *Statistical Analysis, *Test Construction

Identifiers—FORTRAN IV

The research on covariance structure analysis is reviewed, and various restrictions on the parameter matrices of the general model are delineated. Models employing two particular restrictions (where the matrix of weights is completely specified and is either scaled-by some unknown but estimable matrix of scaling weights—or unscaled) are discussed in particular, and their application to test development techniques is considered. It is suggested that more precise measuring instruments can be developed through these procedures by studying the characteristics of the test and the test items, the latent variables, and the ensuing relationships. An example is provided. A computer program for solving likelihood equations and for testing fit is available. (GS)

ED 046 970 TM 000 288

Dubin, Robert Champoux, Joseph E.

Typology of Empirical Attributes: Dissimilarity Linkage Analysis (DLA).

California Univ., Irvine.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-3

Pub Date Jun 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Cluster Analysis, *Cluster Grouping, Matched Groups, *Models, *Statistical Analysis, Taxonomy, *Typology

Identifiers—*Linkage Analysis

Dissimilarity Linkage Analysis (DLA) is an extremely simple procedure for developing a typology from empirical attributes that permits the clustering of entities. First the procedure develops a taxonomy of types from empirical attributes possessed by entities in the sample. Second, the procedure assigns entities to one, and only one, type in the taxonomy. This two-step procedure clearly contrasts with many existing clustering techniques that are concerned only with the second step of this two-stage procedure. To develop a taxonomy of attribute types, the method searches for attributes that go together. A statistical test of association is first used to identify all pairs of attributes whose empirical values are significantly associated. Attribute pairs are then linked together to form serpentine clusters, each of which represents an attribute type. The attributes defining each type are not similar. In fact, the method specifically avoids using any criterion of similarity when developing the types. Each entity is then assigned to the type it most closely resembles. An entity may unequivocally fit a type. Or, if an entry does not possess all of the characteristics of a type, it is assigned to the type with which its attribute values best match. Discrete clusters of entities, based on their attribute types, are thus formed. In short, this method moves from types defined by dissimilar attributes, to clusters of similar entities in each type of the taxonomy. (Author)

ED 046 971 TM 000 330

Gray, William M. Hofmann, Richard J.

Studies of Horst's Procedure for Binary Data Analysis.

State Univ. of New York, Albany.

Pub Date 69

Note—20p.; Paper presented at the Annual Convention of the American Educational Research Association, Los Angeles, California, February 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algorithms, *Analysis of Covariance, Cluster Analysis, *Cluster Grouping, Computer Programs, *Correlation, *Data Analysis, Factor Analysis, Factor Structure, *Item Analysis, *Multiple Regression Analysis, Tests

Identifiers—Binary Data Analysis

Most responses to educational and psychological test items may be represented in binary form. However, such dichotomously scored items present special problems when an analysis of correlational interrelationships among the items is attempted. Two general methods of analyzing binary data are proposed by Horst to partial out the effects of differences in item difficulties: (1) a least square simplex data matrix solution, and (2) a least square simplex covariance matrix solution. Of these, the first was selected for study using (1) a regression approach, (2) a raw data approach, and (3) the computational algorithm for the raw data matrix approach. The results indicate that Horst's modification clearly induces an effect that contaminates the common factor structure of the variables. Further, the findings also indicate that image, alpha, and principal components analysis of correlation matrices obtained from binary data matrices are all satisfactory methods of analysis without the modification. This may be an important finding since it tends to confirm earlier empirical findings concerning the varying difficulties of binary items. (CK)

ED 046 972 TM 000 332

Bayuk, Robert J., Jr. Proger, Barton B.

Additional Evidence of the Multidimensionality of the Test Anxiety Scale for Children.

Pub Date Feb 71

Note—3p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, *Attitude Tests, *Elementary School Students, *Factor Structure, Personality Tests, Reactive Behavior, Sex Differences, *Tests

Identifiers—*Test Anxiety Scale for Children (TASC)

Factor analysis was used to investigate the multidimensionality of the Test Anxiety Scale for Children (TASC). Originally designed as a unidimensional measure, subsequent research has indicated more than one meaningful dimension. A principal axis solution and varimax rotation was applied using the squared multiple correlations as initial communality estimates. Analyses were performed on the 30 TASC items rotating 3, 4, and 5 factors for males and females separately. The four-factor solution was found to be the most meaningful psychologically. The largest factor for both sexes was "test anxiety." The unidimensional interpretation of the TASC was questioned in relation to these findings. (Author)

ED 046 973 TM 000 333

McNeil, Keith A. Beggs, Donald L.
Directional Hypotheses with the Multiple Linear Regression Approach.

Pub Date Feb 71

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, *Hypothesis Testing, *Multiple Regression Analysis, *Research Methodology, *Statistical Analysis, *Tests of Significance

Two well known directional (one-tailed) tests of significance, mean difference and correlation coefficient, are presented within the multiple linear regression framework. Adjustments on the computed probability level are indicated. The case for a directional interaction research hypothesis is defended. Conservative adjustments on the computed probability level are offered and a more precise computation is requested of statisticians. Emphasis is placed more on the research question being asked than on blind adherence to conventional formulae. (Author)

ED 046 974 TM 000 334

Segal, Marilyn
Effects of Four Different Perceptual Training Programs on IQ and Reading Readiness in the Lower Socio-Economic Level Kindergarten Child.

Pub Date Feb 71

Note—74p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, Auditory Training, Behavioral Objectives, Curriculum Development, Curriculum Planning, Day Care Programs, Economically Disadvantaged, *Intelligence Quotient, *Kindergarten Children, *Lower Class Students, Negro Students, *Perceptual Development, Perceptual Motor Coordination, Program Effectiveness, *Reading Readiness, Sensory Training, Skill Development, Socially Disadvantaged, Training Techniques, Visual Perception

The effects of four different kinds of perceptual training programs on IQ and Reading Readiness in a population of lower socio-economic level kindergarten children were explored to provide useful information for curriculum planning. Data was gathered on 54 disadvantaged 5-year olds in an OEO day care center. During the afternoon session, children were randomly assigned to treatment groups for formal learning activities. The same general curriculum was followed in all treatment groups, but each treatment stressed a different kind of perceptual training: Treatment 1 stressed "general readiness," non-alphabet, and visual skills; Treatment 2 stressed alphabet perceptual skills in a primarily visual mode; Treatment 3 stressed alphabet perceptual skills in a primarily auditory mode; and Treatment 4 placed equal stress on auditory and visual alphabet perceptual skills. At the end of the treatment period (35 days), all four groups improved one or more

stanine points on reading readiness measures. Group 4 scored significantly better than the other three groups pooled in terms of IQ gain, and significantly better than the auditory group on reading readiness in subtests measuring visual perceptual abilities. Data is reported and analyzed in complete detail. (Author/PR)

ED 046 975

TM 000 335

Look, John
Do Remedial Programs Really Work?

Pub Date Feb 71

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Performance, *College Freshmen, Community Colleges, Grade Point Average, *Junior Colleges, Program Evaluation, *Remedial Programs, *Remedial Reading Programs, Withdrawal, *Writing Skills

Identifiers—Miami Dade Junior College

Selected aspects of the remedial reading-writing program of Miami-Dade Junior College were evaluated. Placement in the program was designed as the independent variable. Grade point average, reading and writing test scores, continuation in college, and performance in regular college courses were dependent variables. Students earning a raw score of 22 or less on the School and College Ability Test, Form 1A, Verbal, were classified as academically underprepared for college-level work and were required to enroll in the remedial program. Results indicate that the program does not produce any meaningful differences in student withdrawal from college, is not effective in raising grade point average during the second semester of college enrollment to a "C" level, and does not result in significantly higher scores on a reading or writing test when compared with the control group scores. The remedial program produced no differential effects by race or sex. A paradigm for devising remedial programs is suggested. (Author/LR)

ED 046 976

TM 000 336

Jensen, Arthur R.

Do Schools Cheat Minority Children?

California Univ., Berkeley. Inst. of Human Learning.

Spons Agency—Rand Corp., Santa Monica, Calif.

Pub Date Apr 70

Note—69p.; Paper presented in Seminar Series on Education, The Rand Corporation, Santa Monica, California, April 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, Academic Ability, Academic Achievement, Caucasian Race, Comparative Analysis, Defacto Segregation, *Educational Disadvantage, Educational Discrimination, *Educational Equality, Educational Opportunities, *Elementary Schools, Environmental Influences, Ethnic Groups, Mexican Americans, *Minority Group Children, Negro Students, Personality, *Racial Differences, Self Concept, Socioeconomic Background

Large representative samples of Negro and Mexican-American children from Kindergarten through 8th grade in largely de facto segregated schools were compared with white children in the same California school district on tests of mental abilities and scholastic achievement, personality inventories, and indices of socioeconomic and cultural disadvantage. It was found that when certain ability and background factors over which the schools have little or no influence are statistically controlled, there are no appreciable differences between the achievement of minority and majority pupils. Moreover, there was no evidence of a "cumulative deficit" from lower to higher grade levels between the mean achievements of minority and majority pupils when the differences were measured in standard deviation units. It is concluded that these schools do not cheat minority students in terms of conventional criteria. But it might be concluded that minority children are, in fact, cheated if it were shown that their ability patterns require different instructional approaches to optimize their scholastic learning. Marked differences, not only in overall level of ability but also in the pattern of abilities, were found among all three ethnic groups. (Author/GS)

ED 046 977

TM 000 338

Goolsby, Thomas, Jr. Frary, Robert B.

Elementary School Achievement and Desegregation: A Research Proposal.

Pub Date [70]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Analysis of Covariance, *Bisocial Elementary Schools, *Educational Equality, *Integration Effects, Negro Students, Research Design, Research Needs, *Research Proposals, School Integration, *Southern Schools

A study is to be undertaken to determine the conditions under which integration can optimally operate to ensure quality of education as reflected in student achievement. Several southern school systems experiencing gradients of desegregation and cultural and socioeconomic backgrounds will be selected. Classes included will be representative of a randomly assigned racial mix. Teachers will not be assigned randomly in a formal sense but will be those who would be normally assigned. Treatment of students will be that normally accorded students in the selected schools. Success in the elementary school will be measured by a chosen battery of tests. Covariates will be pretest scores from an alternate form of the achievement battery and mental age. A complete factorial design will be repeated at all grade levels (two, four, and six) and separately by race with the following factors: socioeconomic level, racial mix of the classroom (5 levels), and sex. (CK)

ED 046 978

24

TM 000 339

Goolsby, Thomas M., Jr. Darby, Barbara M.

A Bibliography of Instrumentation Methodology and Procedures for Measurement in Early Childhood Learning.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Research and Development Centers Branch, DEL.

Report No—PP-17

Bureau No—BR-5-0250-014

Pub Date May 69

Contract—OEC-6-10-061

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Bibliographies, Cognitive Tests, *Early Childhood Education, Educational Programs, Educational Research, Intelligence, *Measurement, Personality Tests, Preschool Children, Preschool Education, Reference Materials, School Readiness Tests, Standardized Tests, *Teacher Attitudes, Teacher Evaluation, Technical Reports, *Tests. The initial phase of the University of Georgia's evaluation program in Early Childhood Education involved a search of the literature relevant to instrumentation, methodology, and procedures for measuring the growth of young children. This resulting bibliography includes reports, articles, books, and selected tests published between 1960 and 1968. It is arranged in sections which include studies in Early Childhood Learning, appropriate standardized tests, experimental instruments, studies on teacher attitudes toward Early Childhood Education, and general references. The test entries are listed by type: achievement, mental ability, personality, etc. The second phase of this project will consist of the expansion and annotation of the bibliography. (PR)

ED 046 979

TM 000 340

Busse, Thomas V. And Others

Testing Conditions and the Measurement of Creative Abilities in Lower-Class Preschool Children.

Pub Date Feb 71

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creative Ability, Creativity Research, *Creativity Tests, *Lower Class, *Preschool Children, Preschool Tests, Racial Differences, Reinforcement, Sex Differences, *Test Reliability

Identifiers—Construction Test, Pattern Meanings Test, Starkweather Test, Torrance Unusual Uses Test

The effects of play-like, verbal-feedback, and nonverbal-feedback testing conditions on three creative ability measures and the reliabilities of those measures were studied using 175 lower-

class preschool children. The creativity measures were found to be largely unaffected by variations in testing conditions; but at the same time, different forms of the measures hypothesized to be parallel proved to have only small relationships with each other. However, split-half reliabilities of the individual measures were fairly high. (Author)

ED 046 980

TM 000 341

Harasym, Carolyn R. And Others

Use of "More" and "Less" in Conservation: A Semantic Differential Analysis.

Pub Date Feb 71

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Concept Formation, *Conservation (Concept), Elementary School Students, Evaluation Methods, *Learning Processes, Linguistic Competence, Rating Scales, *Semantics, *Student Testing

Identifiers—EITS Conservation Assessment Kit, Piaget

The purpose of this study was to investigate the relationship between conservation status and relational terms by means of the semantic differential. Sixty-one children classified according to Piaget's three levels of conservation development judged the relational terms "more" and "less" on concrete semantic differential scales. It was found that Logical Conservers were able to distinguish between "more" and "less" better than either Intuitive Conservers or Non-Conservers, and that there was an apparent developmental progression in the use of these terms reflecting Piaget's stages of conservation attainment. These findings have particular relevance to verbal methods of assessing conservation ability. (Author)

ED 046 981

TM 000 342

Lindsay, Carl A. Prichard, Mark A.

An Analytical Procedure for the Equipercentile Method of Equating Tests.

Pub Date Feb 71

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Statistics, *Computer Programs, Data Analysis, *Equated Scores, *Goodness of Fit, *Statistical Analysis, Statistics, *Test Interpretation, Test Results

Identifiers—*Equipercentile Equating, FORTRAN IV

Prior use of the equipercentile method of test equating was based on a graphic procedure which is tedious, subject to smoothing errors, and non-analytical. Recognition of the equipercentile method as a curve-fitting procedure for two cumulative percentage distributions leads to a proposed analytical solution to the problem through use of linear estimates for successive "missing" score points. A complete equipercentile procedure which uses the proposed method and provides linear and quadratic functions for goodness-of-fit and extrapolation is discussed and illustrated with data from a test equating project. A FORTRAN IV program for the complete procedure is available. (Author)

ED 046 982

TM 000 343

Belcher, Terence L. Davis, Gary A.

Interrelationships Among Three Standardized Creativity Tests and IQ.

Pub Date Feb 71

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Association Tests, Cluster Grouping, Creative Ability, Creative Thinking, *Creativity, *Creativity Tests, *High School Students, *Intelligence Quotient, Originality, *Predictive Ability (Testing), Sex Differences, Standardized Tests, Test Validity

This study evaluated interrelationships among the scores of 51 high school seniors on the Remote Associates Test (RAT), verbal subtests of the Torrance Tests, the Alpha Biographical Inventory (ABI), and IQ. For all subjects, RAT scores, IQ, and the ABI Academic Success score

comprised an interrelated "intelligence cluster." With males, none of the scores in the intelligence cluster correlated well with the Torrance Test scores nor with the ABI Creativity score. Further, for males the Torrance scores were unrelated to ABI Creativity. With females, individual tests in the intelligence cluster (especially IQ and ABI Academic) correlated significantly with Torrance Test and ABI Creativity scores. Also with females, Torrance Test and ABI Creativity scores were significantly related. Using as an "outside" validating criterion ABI items which provide self-ratings of creativity and originality and self-reports of art, writing, and science activities, Torrance Test scores proved to be the best predictor (except for the ABI Creativity score itself, which was partly based upon the criterion items). Recommendations are made for assessing creative potential in high school and in earlier grades. (Author)

ED 046 983 TM 000 344

Nighswander, James K. Beggs, Donald L.
A Study of the Relationships Between Test Order, Physiological Arousal, and Intelligence and Achievement Test Performance.

Pub Date Feb 71

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Anxiety, *Arousal Patterns, *Elementary School Students, Grade 5, Grade 6, Intelligence Tests, Performance Factors, *Predictive Ability (Testing), Predictor Variables, Rating Scales, Reactive Behavior, Response Mode, Student Reaction, *Testing Problems
Identifiers—*Test Order

The relative predictive abilities of two indices of test anxiety were investigated. The galvanic skin response (GSR) and the Test Anxiety Scale for Children (TASC) were used as predictor variables for IQ and achievement test performance. The results of multiple linear regression analysis indicated that neither the TASC nor the GSR, combined over four achievement content area subtests, (administered in random order), were highly consistent predictors of the test performance. That the TASC failed to correlate, in a systematic way, with either GSR levels or with test scores casts some doubt on its validity as a measure of test anxiety. It is suggested that the effects of such variables as social desirability response, acquiescence, and defensiveness of response patterns, and two unexpected findings, the effects of test order on GSR arousal, and increased arousal across tests from the beginning to the end of testing be investigated. (PR)

ED 046 984 TM 000 345

Purposes and Procedures of the Michigan Assessment of Education.

Michigan State Dept. of Education, Lansing.

Report No.—AR-No-1

Pub Date Aug 69

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

Available from—Dr. C. Philip Kearney, Assoc. Superintendent, Department of Education, Bureau of Research, Box 420, Lansing, Michigan 48902

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Academic Performance, Academic Standards, *Basic Skills, Educational Innovation, *Educational Objectives, Elementary Education, Evaluation Techniques, *Institutional Research, Performance Criteria, Pilot Projects, Public School Systems, Secondary Education, State Legislation, *State Programs

Identifiers—*Michigan Assessment Program

Section 14 of Act No. 307, Public Acts of 1969 of the State of Michigan directed the Department of Education to plan and develop a state program to assess educational progress. The purposes and procedures to be followed in this program during the 1969-70 school year, are outlined in this report. The program will consist of two complementary efforts. The first is an evaluation of school system performance in basic skill achievements, at the fourth and seventh year levels of schooling, by use of test batteries administered to students. This effort will constitute

the initial phase of a continuing, comprehensive evaluation program of school system performance. The second area of assessment will involve the development of additional educational performance goals and their evaluation: (1) the definition of educational goals; (2) the development of instruments to measure within the goal areas; (3) information on the level and distribution of Michigan education in terms of additional goal areas will be included. The criteria of procedures to be used in this program and their importance in future educational research are discussed. The information on the needs and problems of a given school system provided by the evaluation program should facilitate planning and directing innovations. See TM 000 346-49 and TM 000 324. (AE)

ED 046 985 TM 000 346

Activities and Arrangements for the 1969-70 Michigan Assessment of Education.

Michigan State Dept. of Education, Lansing.

Report No.—AR-No-2

Pub Date Dec 69

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Basic Skills, Educational Innovation, *Educational Objectives, *Educational Programs, Goal Orientation, Longitudinal Studies, Performance Criteria, Performance Tests, Program Evaluation, *Public School Systems, School Districts, *State Programs, Test Construction, Testing

Identifiers—*Michigan Assessment Program

Progress in the Michigan Statewide Assessment Program initiated during the 1969-70 school year for the purpose of evaluating certain performance levels of the Michigan Public School System is summarized. This report focuses on the assessment of Basic Skills performance in the fourth and seventh grades and describes the specific steps taken to accomplish this objective: selection of local and intermediate district coordinators responsible for test administration and collation of test data; creation of an ad hoc test specifications committee; creation of a technical advisory group that would provide alternative solutions to potential assessment problems; and creation of a citizens committee to articulate general educational goals of the system. Details on the test battery, its administration, the machinery for test data collection, and criteria for classification of school districts according to community type and geographic region are presented. An appendix listing Michigan School Districts by community type and region is included. See TM 000 324, TM 000 345, and TM 000 347-49. (AE)

ED 046 986

Research into the Correlates of School Performance—A Review and Summary of Literature.

Michigan State Dept. of Education, Lansing.

Report No.—AR-No-3

Pub Date 70

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Educational Environment, Educational Finance, *Educational Objectives, Educational Quality, *Educational Research, Equal Education, Financial Support, *Input Output Analysis, *Performance Factors, Predictor Variables, Research Problems, *Research Reviews (Publications), Socioeconomic Influences

Identifiers—*Michigan Assessment Program

Current attempts to identify and quantify different variables relating to school performance are surveyed. The "input-process-output" model is examined through an overview of major studies, such as Project Talent and the Coleman Report, and others generally supportive of this approach. The limitations of this research are suggested as: inadequacy of the definition and measurement of the concept of school performance; inadequate definition and measurement of the correlates of school performance; inadequate statistical methods; scarcity of school-by-school data; lack of longitudinal data; and lack of integration of research resources. The report concludes that the paradigm has aided in the un-

derstanding of four things about our formal school processes: (1) they are fundamentally influenced by the children who participate in them and the environment in which they operate; (2) they are additionally influenced by the levels at which they are supported; (3) the effects of resources are largely mediated through the professional staff; and (4) they operate in complex, interrelated, and arcane fashion. A bibliography is included. See TM 000 324, TM 000 345, 6, and TM 000 348-9. (AE)

ED 046 987

Levels of Educational Performance and Related Factors in Michigan.

Michigan State Dept. of Education, Lansing.

Report No.—AR-No-4

Pub Date 70

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Comparative Statistics, Educational Accountability, Financial Support, Grade 4, Grade 7, *Performance Factors, *Profile Evaluation, *School Attitudes, *School Districts, School Statistics, Socioeconomic Status, State Programs, Teacher Background, Testing

Identifiers—*Michigan Assessment Program

In 1969-70 the Michigan Assessment Program gathered data from 320,000 students in approximately 4,000 schools in over 600 school districts across the state. The assessment battery included measures, at the fourth and seventh grade levels, of the following: socioeconomic status, attitude toward school, percentage of teachers with a master's degree, K-12 instructional expense per pupil, vocabulary (50 verbal analogy problems), and composite achievement (reading, English expression, and mathematics). For the purpose of educational profiles, the state was divided into four geographic regions: Upper Peninsula; Northern Michigan; Southern Michigan; and Wayne, Oakland, and Macomb Counties (Greater Detroit Metropolitan Region); and its communities classified as Metropolitan Core, City, Town, Urban Fringe, or Rural Community. The average score in each geographic region and for each community type within that region for each of the six variables listed above are displayed with reference to the statewide percentile distribution on the same variables. Noteworthy results in the state as a whole and in each region are highlighted. The report includes definitions of terms, explanations and cautions on its use, descriptions of the statistical procedures used, and a listing of the classification of all the school districts in the state. See TM 000 324, TM 000 345-7 and TM 000 349. (DG)

ED 046 988

Distribution of Educational Performance and Related Factors in Michigan.

Michigan State Dept. of Education, Lansing.

Report No.—AR-No-5

Pub Date 70

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Comparative Statistics, Educational Accountability, Financial Support, *Grade 4, *Grade 7, *Performance Factors, School Attitudes, *School Districts, School Statistics, Socioeconomic Status, Teacher Background

Identifiers—*Michigan Assessment Program

This report is based on the same grade levels, assessment variables, and data described in TM 000 348. A composite achievement distribution for the upper third, middle third, and lower third of the school districts for grades 4 and 7 was computed. It was found that upper-third districts scored relatively high, middle third districts scored near the median, and lower-third districts scored relatively low, on the other variables. Exceptions were K-12 instructional expense per pupil in the lower-third districts at both grade levels, and percentage of teachers with master's degrees in the lower-third districts at the seventh grade level. A composite socioeconomic level distribution was also computed. It was found that upper-third socioeconomic status districts scored relatively high on all other measures except attitude toward school; middle-third districts scored near the median on the other measures; and lower-third districts scored relatively low on all

other variables except attitude toward school. That is, there appeared to be an inverse relationship between socioeconomic status and attitude toward school at both grade levels. The study includes the distribution tables and explanations of and cautions on their use. See TM 000 324 and TM 000 345-8. (DG)

ED 046 989 TM 000 351

Goolsby, Thomas M., Jr.
Evaluation of Cognitive Development: An Observational Technique—Pre-Mathematics Skills Inventory.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Research and Development Centers Branch, DEL.

Report No.—RP-11

Bureau No.—BR-5-0250-014

Pub Date Jun 69

Contract—OEC-6-10-061

Note—33p.

Available from—Thomas M. Goolsby, Jr., Dept. of Ed. Psychology, Measurement, and Research, University of Georgia, Athens, Georgia 30601

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Check Lists, *Classroom Observation Techniques, *Cognitive Development, Cognitive Processes, *Early Childhood Education, Early Experience, Kindergarten Children, *Learning Readiness, *Mathematical Concepts, Preschool Children, Preschool Learning, Student Evaluation

The development of an instrument for evaluating cognitive growth in preprimary children by means of observational techniques is reported. Areas of growth in pre-mathematic skills were defined for this purpose as: Imitating, recognizing, classifying, matching, comparing, understanding, counting, computing, and measuring. Each is described, and illustrated. Symptoms of growth in each of the areas are listed and guides for determining this growth in a child are provided. The inventory can be used as a class record or as an individual profile for the recording of positive observations of symptoms of pre-mathematics skills. Teachers note, record, and date observations of preprimary children as they show developmental progress. The inventory can be used as an aid in observing beginning first graders, prekindergarten, or kindergarten children for mathematics readiness. (TA)

ED 046 990 TM 000 352

Goolsby, Thomas M., Jr.
Validation and Use of "Primary Level Self-Administered Sequential Reading and Social Science Curriculum" for the Disadvantaged Student.

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Autoinstructional Methods, *Cognitive Development, *Disadvantaged Youth, Elementary School Students, Evaluation Methods, Feedback, Instructional Materials, Learning Readiness, *Listening Skills, Program Effectiveness, Reading Readiness, *Reading Skills, Social Studies, Validity

Materials and methods of instruction, adequacy of facilities, teacher quality, and motivation are influential factors in the quality of learning. Language and verbal ability are functions determining achievement in all subject areas. A reading and social science curriculum was designed from this perspective, using a previously-developed listening curriculum as a model. The child is introduced to the reading and social science curriculum at the level where his individual progress has been assessed. Short reading passages concerned with the site, route, and boundary components of a functional community, are followed by multiple choice questions. This technique is considered important because it encourages student independence and self direction, facilitates the acquisition of social science knowledge and the understanding of reading skills, and provides not only a source of immediate feedback but an evaluation method also. The intent is to use the materials for training in language development of reading skills. The procedures to validate the curriculum materials and ascertain their effectiveness in developing reading skills and improving achievement levels are described in detail, including the study sample, the measurement instru-

ments, the data-gathering process itself, and the statistical analysis. (TA)

ED 046 991 TM 000 354

Goolsby, Thomas M., Jr. Frary, Robert B.
Development and Use of "Evaluation of Cognitive Development—Pre-Reading Skills".

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Beginning Reading, *Classroom Observation Techniques, *Cognitive Development, Cognitive Tests, *Early Childhood Education, Factor Structure, Grade 1, *Prereading Experience, *Reading Readiness

The methods and validity of evaluations of cognitive development, in language and numbers, of children ages three through six, by use of classroom observation inventory lists are discussed. The Evaluation of Cognitive Development—Pre-Reading Skills, an observational instrument (teacher completed), was administered to 134 first grade students in a Gulfport (Mississippi) project in order to determine the presence of 64 behaviors regarded as significant in evaluating pre-reading skills. Thirty-two behaviors were exhibited by all or nearly all of the students. A factor analysis of the remaining 32 variables yielded eleven that were strongly associated with achievement and readiness. These variables were placed into two general categories: behavior associated with interaction with other children, and behavior relating to phonic discrimination. Thus, the results indicate that certain social behaviors and behaviors reflecting phonics ability were clearly related to reading readiness and achievement even late in the first grade. Whether this behavior pattern is applicable to the population of other grade and age levels is yet to be determined. A longitudinal study, as well as additional performance validity of the eleven variables, in the age group three to six, is recommended. (AE)

ED 046 992 TM 000 355

Goolsby, Thomas M., Jr.
Important Considerations in Achievement Test Selection for Diagnosis and Guidance.

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Correlation, *Curriculum Evaluation, Diagnostic Tests, *Educational Diagnosis, Grade 7, *Guidance, Scores, Statistical Analysis, Student Evaluation, *Test Selection

Identifiers—Metropolitan Achievement Tests, Stanford Achievement Tests

The relationship between total scores and interrelationships among certain similarly named subtests of the Metropolitan and Stanford Achievement Tests are considered. The correlation of total scores for the two batteries was .89, indicating that the batteries measure essentially the same things. If one were interested in selecting a battery to simply rank order students, either battery would be appropriate. Evidence of uniqueness of similarly named subtests in the two batteries was noted by the range of .49 to .69 correlations. Uniqueness of this magnitude is important in selecting a battery for measurement of outcome of instruction when one is interested in fitting the test to the curriculum. This is statistical evidence indicating that responsible school personnel need to analyze the curriculum by subject areas, consider future goals and innovations, and administer various subtests of various batteries to appropriate instructional personnel when selecting an achievement battery for diagnosis of pupil progress by areas and making decisions about the curriculum. (Author)

ED 046 993 TM 000 356

Harsh, J. Richard

A Look at Teacher Evaluation.

Pub Date 22 Oct 70

Note—20p.; Paper presented at the Annual Conference of the American Association of School Personnel Administrators, Las Vegas, Nevada, October 22, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Educational Accountability, Educational Improvement, Effective Teaching, *Evaluation Criteria, *Evaluation Techniques, Program Evaluation, Student Teacher Relationship, Teacher Administrator Relationship, Teacher Characteristics, *Teacher Evaluation, Teacher Role, Teaching Quality, *Teaching Skills

The positive and negative factors that exist in the area of teacher evaluation are surveyed. The traditional aversions to evaluation which have created a negativistic environment of ambiguity and frustration in terms of educational improvement are discussed. The factors, processes, tenets, and characteristics of effective evaluation that have been developed in past and present educational research are enumerated. The paper presents specific criteria which would provide a systematic process that incorporates the positive aspects of evaluation by use of performance criteria and behavioral objectives. These criteria are seen as initiating a new trend in teacher role perception that offers more effective performance and measurement. Emphasis is placed on the differential roles and styles of teaching that characterize the profession today and greatly extend the parameters of the teaching experience. Guidelines are presented for a model for future evaluation which emphasizes teacher-student and teacher-administrator interaction and provides for increased utilization of individual skills, knowledges, and attitudes that results in a maximization of performance outcomes. By applying these principles through more precise systems of evaluation a more meaningful process of educational accountability can be achieved. (AE)

ED 046 994 TM 000 359

Bloom, Richard D.

Some Cognitive Correlates of Reversal-Nonreversal Learning.

Pub Date Feb 71

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Concept Formation, *Convergent Thinking, *Divergent Thinking, Intelligence Factors, Learning Processes, Mediation Theory, *Shift Studies, Thought Processes

This study examined the relationship between convergent and divergent thinking and performance errors in reversal and nonreversal concept tasks. The results show: (1) a positive relationship between convergent performance and concept errors; and (2) an inverse relationship between divergent performance and concept errors. These correlational patterns were most evident in relation to errors occurring for the shift problems of both the reversal and nonreversal tasks. A global measure of intelligence was not associated with concept errors. In interpreting the findings, divergent and convergent behaviors are viewed as corresponding respectively to dispositions toward flexibility and rigidity in processing conceptual information. (Author)

ED 046 995 TM 000 360

Stratton, R. Paul Brown, Robert

Improving Productive Thinking by Training in Production and Judgment.

Pub Date Feb 71

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Evaluative Thinking, *Problem Solving, *Productive Thinking, *Training Techniques, *Transfer of Training, Writing Exercises

Past research has indicated training in judgment and production produce contradictory results; the former increases quality and decreases productivity while the latter decreases quality and increases productivity. Four treatment conditions (no-training control, judgment training, production training, and combined training) demonstrated that the training procedures can be combined to increase judgment ability, solution quality, and productivity over separate training. Increased judgment ability enables the subjects to (a) select the information which will give the best solutions in the end, and (b) identify superior solutions once completed. Educational training procedures for productive thinking should include criteria for solution evaluation for maximum transfer. (Author)

ED 046 996 TM 000 361

McKenzie, Gary R.

Facilitating Inferential Thinking with Weekly Quizzes.

Pub Date Feb 71

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American History, Cognitive Processes, *Deductive Methods, Grade 8, Learning Processes, Logic, Multiple Choice Tests, *Recall (Psychological), *Teaching Techniques, *Tests, Thought Processes, *Transfer of Training

This study examined effects of inference quizzes on inferential thinking. A total of 213 grade 8 history students were randomly assigned to treatments within classrooms. Group R took eight weekly quizzes requiring recall of stated facts. Group I took 8 quizzes requiring students to draw inferences about interest groups. Teachers had no knowledge of quiz content or treatment membership. No between treatment differences were found on ability to recall Random Facts or Inference-Relevant Facts. Group I scored higher than R on a test requiring new inferences about the treatment interest groups. There were no differences in inferences about a new subject. (Author)

ED 046 997

TM 000 362

Kidder, S. J.

A Multivariate Study of Two Techniques for Analyzing Social Variables in the Classroom.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Pub Date Feb 71

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Elementary School Students, Environmental Influences, Grade 4, Grade 5, *Measurement Techniques, Projective Tests, Research Methodology, *Social Environment, Social Relations, *Student Attitudes, Student Teacher Relationship

This study was conducted in an attempt to analyze selected aspects of the social milieu surrounding elementary school children. The relationship between the two techniques (one semi-projective, one verbal) used in measuring this social environment was also of interest. Fourth and fifth grade students' affective reactions to the following stimuli on both techniques formed the data base: home, friends, mother, self, father, school, teacher, principal. Of primary interest in this study was the attempt to predict or explain the students' reactions to the above stimuli on the basis of the following effects: grade-level, teacher-sex, student-sex, teacher-effect, student-behavior (as perceived by his teacher), and student-reading-achievement. Results indicate that the combined techniques were most valid when estimating students' affective reactions to these stimuli: mother, father, school, teacher, and principal. The semantic differential method, which provided the greatest variability among individuals, seemed to be the more sensitive instrument. Further research is recommended to improve the validity and reliability of the techniques. Several measures of the social climate of the classroom may provide a more comprehensive picture than was previously realized. (Author/LR)

ED 046 998

TM 000 363

Gooler, Dennis D.

Data Collection for Educational Decision-Making: Establishing Priorities.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Report No.—WP-No-1

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Principles, Bus Transportation, Data Analysis, *Data Collection, *Decision Making, Decision Making Skills, Educational Improvement, Integration Effects, Models, *Research Methodology, *Task Analysis

Identifiers—*Illinois Gifted Project

A method is presented by which decision makers may establish priorities for the collection of data to be used as input to the decision-making process. It is assumed that the experience, intuition, and previously collected data will influence the decision, as will the constraints of

design, and the audience to whom the particular decision is directed. The proposed method is applicable to relatively complex decisions. The roles assumed by the administrator, constraints on data collection, sources of data and variable categories, and formulation of priority task units are discussed as important aspects of the proposed method. To illustrate the process a priority task unit related to one aspect of school busing is presented. A priority task unit has five elements: (1) identification of a prime interest group; (2) identification of a key question asked by the prime interest group; (3) identification of the kinds of data needed to answer the key question; (4) identification of potential sources of data; and (5) identification of possible methods of obtaining needed data. (CK)

ED 046 999

TM 000 365

Hagin, Rosa A. And Others

Clinical-Diagnostic Use of the WPPSI in Predicting Learning Disabilities in Grade One.

New York Univ., N.Y. Medical Center.

Pub Date Nov 70

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinical Diagnosis, Cognitive Processes, Diagnostic Tests, English (Second Language), Expectation, *Grade 1, *Intelligence Tests, Intervention, Language Handicaps, *Learning Disabilities, Non English Speaking, Oral Expression, *Predictive Ability (Testing), Predictive Measurement, Reading Diagnosis, Reading Difficulty, Spanish Speaking, Underachievers, Writing

Identifiers—*Wechsler Preschool Primary Scale of Intelligence, WPPSI

The WPPSI was used in a Manhattan, N.Y., public school because administrators, teachers, and parents had asked for help in understanding children who had difficulty in learning to read well, despite special efforts to help them. A preventive intervention program was begun based on a clinical study of every first grader. Forty children were predicted to make normal progress; 30, a "high risk" group, gave evidence on neurological and perceptual examinations that they might have learning problems; and 12 children were omitted. High risk cases were those with a discrepancy between expectancy and achievement. Comparisons were made of the total groups of high risk and normal progress children, of samples matched for IQ and sex, and of subgroups based upon diagnosis within the Intervention (high risk) group. Despite the small diagnostic subgroups, some tentative conclusions can be drawn: (1) the WPPSI produced rich clinical material best understood in conjunction with the diagnostic subgroups; (2) the quantitative and qualitative WPPSI material helps in the selection and diagnostic processes and in planning intervention; and (3) it is inadvisable to assume that learning disability is a homogeneous condition manifesting itself in a characteristic cognitive pattern in first grade. WPPSI profiles for some typical cases and for the diagnostic subgroups are included. (CK)

ED 047 000

TM 000 366

Perry, Dallas K.

The Minnesota College Statewide Testing Program—1970: Its Current Values and Future Development.

Minnesota Univ., St. Paul. Student Counseling Bureau.

Pub Date 14 Oct 70

Note—36p.; A report to the Minnesota Committee on High School-College Relations, October 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aptitude, *College Admission, College Entrance Examinations, College Freshmen, Educational Guidance, Planning, *Predictive Ability (Testing), Predictive Validity, *Program Evaluation, Program Improvement, Secondary School Counselors, Secondary School Students, State Programs, *Testing Programs

Identifiers—American College Test, CEEB Scholastic Aptitude Test, *Minnesota College Statewide Testing Program, Minnesota Scholastic Aptitude Test

The evaluation of the Minnesota College Statewide Testing Program was based on analysis of the validities of statewide and national tests for predicting freshman grades in Minnesota colleges, on interviews with directors of admission and

deans of students in Minnesota colleges, and on discussions with regional gatherings of Minnesota high school counselors. It was found that the testing program continues to offer valid scholastic aptitude measures which are used and valued by state colleges for recruiting, admission, and pre-application counseling; by high school counselors for guidance of students regarding choice of post-secondary education; and by other agencies for research and policy planning. The unique aspects of the program are its early availability and its inclusion of nearly all high school juniors. It was concluded that the values of the "every-student" statewide program justify its continuation, but that if it is to remain worthwhile, it must be strengthened in ways that will increase its relevance to student decisions and decrease its duplication of other programs. Specific recommendations for the achievement of this goal are presented. Statistical data on the test validities and correlations and interview summaries are included. (Author/PR)

ED 047 001

TM 000 368

McCahon, David And Others

Evaluation of Pittsburgh Teacher Corps Pre-Service Program - Fourth Cycle.

Pittsburgh Univ., Pa. School of Education.

Pub Date 69

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Culturally Disadvantaged, Educational Objectives, Educational Opportunities, Evaluation Criteria, Evaluation Methods, *Preservice Education, *Program Evaluation, *Sensitivity Training, Teacher Behavior, *Teacher Education, Teacher Evaluation, *Teacher Interns, Teacher Selection, Urban Schools

Identifiers—*Teacher Corps

The purpose, methodology, limitations, program, and recommendations of this evaluation are carefully spelled out. The background, programs, intern selection procedures, and instructional consultant selection procedures, and responsibilities of the Pittsburgh Teacher Corps are described. A primary task was the preparation of a set of behavioral objectives which are listed and the number of interns who met the criteria during the pre-service session is indicated. Data was collected by means of the Instructional Consultant Checklist. Results from a Reactionnaire revealing participants reactions to, and the climate of the training sessions are reported. See TM 000 405 and TM 000 406 for descriptions of the instruments mentioned. (CK)

ED 047 002

TM 000 369

Preparing Evaluation Reports: A Guide for Authors.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—OE-10065

Pub Date 70

Note—74p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (GPO HE 5.210:10065, \$.65)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Guides, *Authors, *Descriptive Writing, Educational Programs, *Guides, Program Descriptions, *Program Evaluation, *Reports, Technical Reports, Technical Writing

This guide discusses in detail a variety of issues important to the preparation of a good evaluation report. Main sections are concerned with describing the context of the program (locale, school system, etc.); explaining the program (scope, personnel, procedures, etc.); reporting the evaluation (objectives, sample, measuring and reporting change, analysis and presentation of data, etc.); preparing recommendations; and writing the summary. In each section relevant questions referring to matters which should be considered are asked and answered, accompanied in many instances by short example narratives. Additional aid is provided in the form of reference lists of standard works, ordered by difficulty level, on a variety of topics: research methodology, sampling, test theory and construction, and data analysis among them. The guide concludes with an example of a complete narrative report. See TM 000 146 for a description of how the guide was developed. (Author/CK)

ED 047 003 TM 000 371
 Messick, Samuel Anderson, Scarvia
 Educational Testing, Individual Development, and
 Social Responsibility.
 Educational Testing Service, Princeton, N.J.
 Pub Date Nov 70
 Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Cultural Differences, Culture Free
 Tests, Disadvantaged Youth, *Individual
 Development, Item Analysis, *Minority
 Groups, Predictive Validity, *Test Bias, Test
 Construction, *Testing, Test Interpretation,
 *Test Validity

Recent harsh criticisms that educational and
 psychological tests are unfair and inadequate
 measures of the capabilities of minority, poverty,
 and other educationally alienated groups are
 discussed. The authors suggest that there are two
 main issues, the first scientific, the second ethical:
 (1) Is a test a valid measure of the characteristics
 it purports to assess for particular types of in-
 dividuals in particular circumstances; and (2) the
 whole question of test use, beginning with
 whether or not a test should be utilized for a
 specified purpose? Responsible standards exist for
 evaluating the adequacy and appropriateness of a
 test for a particular use, but they are not always
 applied. The adequacy of measurement and the
 question of bias, the appropriateness of test use
 and the question of fairness, the side effects of
 testing, the problems of misinterpretation and
 secondary use of tests, the ethics involved, and
 the social consequences of not testing are other
 important topics discussed and analyzed in some
 detail. (CK)

ED 047 004 TM 000 372
 Myers Sheldon S.
 Issues and Technical Problems in Research and
 Evaluation Related to Innovative Mathematics
 Projects.

Educational Testing Service, Princeton, N.J.
 Pub Date Nov 70
 Note—16p.; A position paper prepared for the
 Educational Research Commission of the State
 of California

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Arithmetic Curriculum, Evaluation
 Criteria, Evaluation Techniques, Feedback,
 *Instructional Innovation, Mathematical Con-
 cepts, Mathematical Vocabulary, *Mathe-
 matics, Performance Criteria, *Primary Grades,
 *Program Evaluation, Research Design,
 Research Problems, *Research Projects, Test-
 ing

Identifiers—*California Educational Research
 Commission

Even after a number of innovative programs
 and proposals have met selective criteria, the
 Educational Research Commission will have a
 difficult task in assigning priorities and spreading
 resources. This paper offers many suggestions for
 handling the problems in research and evaluation
 related to innovative mathematics projects, espe-
 cially K-3. For example, it is proposed that in-
 novative programs be generalizable to the public
 schools to avoid the dangers of elite staffing in in-
 novative schools. The rationale and internal logic
 of a new curriculum should be evaluated by com-
 petent mathematicians, then the pedagogical
 soundness should be examined by educators and
 others qualified in a number of appropriate areas.
 Each innovative school should have computer
 services at its disposal. An in-depth study of the
 nature of mathematics and its role in the
 technological culture of the future should be
 made with implications for K-3, while Piagetian
 studies on mathematical learning should also be
 reviewed. It is also suggested that a common pool
 of evaluative resources be developed and
 pretested so that they could be drawn upon for a
 variety of research and evaluative purposes. Some
 innovative enterprises should be directed toward
 the education of minority groups. Work on read-
 ing instruction might merge with mathematics at
 times. Finally, since some of the innovative
 proposals could not be evaluated in terms of criteria
 for a final product, these proposals must be
 judged by their spirit and design. (CK)

ED 047 005 TM 000 373
 Mitzel, Harold E.
 How to Evaluate Computer Assisted Instruction.
 Pennsylvania State Univ., University Park.
 Pub Date 11 Nov 70
 Note—6p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Behavioral
 Objectives, Cognitive Objectives, *Computer
 Assisted Instruction, Educational Innovation,
 *Educational Objectives, *Educational
 Technology, Evaluation, *Evaluation Criteria,
 *Program Evaluation, Teaching Techniques

Rather than presenting a cookbook recipe for
 how to evaluate computer assisted instruction
 (CAI), a number of queries relevant to the
 evaluation of CAI are presented and explicated.
 (1) Is it possible that CAI offers opportunities to
 reach cognitive instructional objectives to which
 users of conventional methods do not aspire? (2)
 Is it reasonable to compare CAI and conventional
 methods performance in a single subject like
 mathematics when the pupils under study are en-
 rolled in four or five other subjects (e.g., history,
 health, English, foreign languages, etc.) taught by
 conventional processes? (3) How does one in an
 overall evaluation of CAI ensure the proper
 weighting of cognitive criteria based on pupil
 achievement, and affective criteria based on pupil
 attitudes and feelings? (4) If we classify the de-
 pendent variables of CAI evaluation into two
 categories, obtrusive and nonobtrusive, or both
 equally persuasive to decision makers? Some sug-
 gested nonobtrusive measures are length of atten-
 tion span, mastery time, and absentee rate. (CK)

ED 047 006 TM 000 375
 Wohlfert, Gerald
 Quality Evaluation Through Nomographs.
 New York State Univ. System, Albany.
 Spons Agency—New York State Education
 Dept., Albany. Bureau of School Programs
 Evaluation.

Pub Date Apr 70
 Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, *Educa-
 tional Quality, *Evaluation Techniques,
 Family Background, Management, Multiple
 Regression Analysis, Performance Criteria,
 *Program Effectiveness, Program Evaluation,
 *School Systems

Identifiers—*Quality Measurement Project

The Quality Measurement Project of New York
 State, in an attempt to simplify the assessment of
 school effectiveness, has applied nomographic
 techniques to this process. Essentially a nomo-
 graph is an easy graphic method of obtaining a
 predicted score without the use of the original
 regression equation upon which it is based. In the
 case herein described, the average reading score
 (grades 5 and 8), average arithmetic score (grade
 5), and average composite score (grade 5) on the
 Iowa Tests of Basic Skills, Form 4 may be pre-
 dicted from average IQ, average mother's educa-
 tion, and instructional costs. Likewise average
 arithmetic score (grade 8) may be predicted from
 mother's education, father's education, and IQ
 and average composite score (grade 8) from
 father's education, IQ, and instructional costs.
 The computation of each of these variables for
 use on the included nomographic charts is
 described. The process of entering these figures
 on the charts and obtaining the predicted score
 (a matter of drawing two or three lines) is ex-
 plained. Once the predicted score has been ob-
 tained, it may be compared with the actual
 average score and school effectiveness may be as-
 sessed by use of the standard error. This process
 is also described. For a description of the study
 and the statewide norm tables upon which the
 nomographs are based see TM 000 316. (DG)

ED 047 007 TM 000 376
 Mayo, Samuel T.
 Trends in the Teaching of the First Course in
 Measurement.

Loyola Univ., Chicago, Ill.

Pub Date 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Education
 Courses, Education Majors, Evaluation, Inno-
 vation, *Measurement, Statistics, *Teacher Educa-
 tion Curriculum, *Teaching Techniques,
 *Tests

A survey regarding the content of measurement
 courses showed the most frequent topics to be
 item writing, item analogies, and choosing stan-
 dardized tests. A complete list of the unique ac-
 tivities reported is appended. Another study
 revealed that seniors in teacher training showed
 but mediocre competency in measurement, not
 only at graduation but also two years later. This
 low performance may correlate with a lack of

commitment to anything associated with measure-
 ment (such as mathematics, statistics, norms,
 scales, etc.) and could be improved by the in-
 troduction of innovative teaching in measurement
 courses. The innovative approaches and ex-
 periences of 3 instructors of an undergraduate
 measurement course at Loyola University are an
 example, while some findings of the Loyola Mas-
 tery Studies also have relevance. The most im-
 portant point of these studies is that techniques have
 been discovered which yield not only mastery
 learning of content and concepts, but also favora-
 ble attitudes toward statistics. Perhaps these
 techniques are the most important trend in mea-
 surement teaching that can be reported. (CK)

ED 047 008 TM 000 378
 Feldman, David H. Bratton, Joseph C.
 On the Relativity of Giftedness: An Empirical Stu-
 dy.

Minnesota Univ., Minneapolis. Dept. of Special
 Education.

Spons Agency—National Center for Educational
 Research and Development (DHEW/CE),
 Washington, D.C.

Report No—RR-8

Pub Date Aug 70

Grant—OEG-09-332189-4533(032)

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, Creativity
 Tests, Evaluation Criteria, *Gifted, Grade 5,
 Grades (Scholastic), *Identification Tests, In-
 telligence Tests, Measurement Goals, *Testing,
 Test Validity

To gather data on the implications of the
 proposition that intellectual ability should be con-
 ceived as multidimensional, 19 different mea-
 sures, all of which have been employed as selec-
 tion criteria for programs for the gifted, were
 used as a basis for selecting 5 students from 2
 fifth-grade classes (N=49) for inclusion in a
 hypothetical program for the gifted. The principal
 hypothesis, that different students would be
 selected as a function of the selection technique
 utilized, was supported. No student was selected
 by all techniques, seven students were selected by
 only one technique, and ninety-two percent of
 the children (N=44) were selected on the basis of
 one or more technique. It is concluded that com-
 munities should be informed of the implications
 of various selection techniques so that each may
 be judged on its merits when establishing special
 programs for talented students. (Author)

ED 047 009 TM 000 383
 Pemberton, W. A.
 The Grade Point Average: Snark or Boojum?
 Delaware Univ., Newark.
 Pub Date Sep 70
 Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, Academic
 Achievement, College Environment, College
 Students, Creative Development, Criterion
 Referenced Tests, Equivalency Tests, *Evalu-
 ation Methods, *Grade Point Average, *Grades
 (Scholastic), Multiple Choice Tests, *Predictive
 Ability (Testing), Predictive Validity, Sex
 Differences, *Student Evaluation, Success Fac-
 tors, Testing

Identifiers—*University Impact Study (Delaware)

This paper is a review of opinion and research
 concerning the objectivity and relevance of
 grades and grade averages as measures and as
 predictors of success. As measures they are am-
 biguous, reflecting differences in sex, basic tem-
 perament, instructors, departments, institutions,
 as much as levels of competence. And as a pre-
 dictor of "success," grade point average has not
 been particularly valid for either graduate school
 or occupation. Criticisms of current practices—
 classified as ethical, rational, and pragmatic—and
 possible alternatives are discussed. Four sug-
 gested innovations are (1) pass-fail grading, (2)
 credit by examination, (3) criterion-referenced
 teaching and evaluation, and (4) procedures for
 evaluating creative extracurricular achievements.
 Research on the revision of evaluation
 procedures at the University of Delaware over a
 ten-year period is reviewed; and a study of the
 senior class of 1969 is reported in a compre-
 hensive set of tables. The results suggest that the
 university has been discriminating against stu-
 dents who are (a) male, (b) enrolled in the
 sciences and traditional academic disciplines, and
 (c) academic nonconformists. (CK)

ED 047 010

TM 000 384

Ntko, Anthony J.

Criterion-Referenced Testing in the Context of Instruction.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Pub Date Oct 70

Note—19p.; Paper presented at the Educational Records Bureau-National Council on Measurement in Education Symposium, "Criterion-Referenced Measures: Pros and Cons," New York, New York, October 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Criterion Referenced Tests, Decision Making, Educational Objectives, Feedback, Individual Differences, *Instruction, Item Sampling, *Norm Referenced Tests, Scores, Standards, Student Behavior, Test Construction, *Testing, Test Interpretation

Criterion-referenced testing is defined and some of its background is discussed. A distinction is made between criterion-referenced scores, norm-referenced scores, cut-off scores, criterion scores, criterion variables, and content-standard scores. The relationship between norm-referenced information and criterion-referenced information is considered. The need for rigorous, empirically-based construct validation studies of criterion-referenced tests is pointed out. The use of criterion-referenced testing in instruction is considered in terms of absolute interpretations and mastery learning. It is seen that whether criterion-referenced testing and/or norm-referenced testing is needed to make instructional decisions depends upon the instructional context within which one operates. It is concluded that, for purposes of instruction and instructional decision-making, there is a need for the integration of measurement knowledge with knowledge about instructional psychology. (Author/TA)

ED 047 011

24

TM 000 386

Ellison, Robert L. And Others

The Identification of Talent Among Negro and White Students from Biographical Data.

National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-9-H-033

Pub Date Aug 70

Grant—OEG-8-9-540033-2026(058)

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Caucasian Race, College Admission, Comparative Analysis, Creativity, Creativity Tests, Disadvantaged Youth, Environmental Influences, Identification Tests, Integration Studies, Intelligence Differences, Negro Students, *Predictive Ability (Testing), Predictor Variables, *Racial Differences, *Socioeconomic Status, *Talent Identification, Test Construction

Identifiers—*Biographical Inventory (BI), North Carolina

The identification of talent, and the understanding of its development and origins in terms of biographical data were investigated. The three central objectives were: to construct separate empirical procedures for Anglos and Blacks to predict certain academic performance criteria; to construct an empirical scoring procedure that could predict estimated family income in order to provide information about the socio-economic and biographical correlates of such data; and finally, to conduct a separate analysis on the five most integrated schools in the sample to examine the interrelationships of the measures in this selected sample. The paper surveys the literature, discusses the procedure used to construct the Biographical Inventory (BI), presents reliability and validity data on the instrument, analyzes various aspects of the sample, and discusses the differential measures of some biographical correlates of family income as indicated in the sample by the BI. The BI keys constructed were found to be substantially more valid in predicting academic performance and college attendance than IQ, College Boards or other non-biographical predictors. Keys built on Blacks were as valid for Anglos as keys constructed on Anglos. Blacks were equal or slightly superior to Anglos in academic performance and creativity when the family income variable was controlled; and Blacks scored significantly lower on intellec-

tual tests even when the effects of family income were controlled. Statistical data and a bibliography are included. (AE)

ED 047 012

TM 000 387

Goolsby, Thomas M., Jr. Frary, Robert B.

Enhancement of Educational Effect Through Extensive and Intensive Intervention—The Gulfport Project.

Gulfport Municipal Separate School District, Miss.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Pub Date Jul 69

Grant—OEG-4-8-06710-0080-056

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Class Size, Demonstration Projects, Educational Experiments, Educationally Disadvantaged, *Grade 1, Grouping (Instructional Purposes), Instructional Innovation, Integration Effects, *Intervention, *Learning Readiness, Low Achievement Factors, Parental Background, Performance Factors, *Program Evaluation, Research Design, Sequential Learning, Sex Differences, Teacher Attitudes

Identifiers—*Gulfport Project, Metropolitan Achievement Tests, Metropolitan Readiness Tests, Title III (ESEA)

Two hundred first grade children participated in an experimental program involving innovative curricula and instructional techniques. A pretest-posttest method of instruction, employing sequenced and structured learning activities, enabled each child to progress at an individual rate and was supplemented by a readiness program. Evaluation of the project was undertaken to determine the effect of generous expenditures, used to modify basic conditions (class size, for example), on achievement levels. Ability and achievement tests were administered to both the experimental and comparison groups throughout the year. Analysis revealed that although the average mental age was 6 months lower for the experimental group, it essentially matched the comparison group on achievement at the end of the school year. If mental age is used as a covariate, the experimental group exceeded the comparison group on 8 of the 10 achievement variables. The effect of other variables, including readiness, sex, father's occupation, integration, grouping, Head Start, and variable interactions on achievement are also reported. The validity of the Metropolitan Readiness Test is discussed in detail and implications of the study are pointed out. Instructional materials used in the project are listed in the appendix. (PR)

ED 047 013

TM 000 388

Byrd, Manfred, Jr.

Testing Under Fire: Chicago's Problem.

Chicago Board of Education, Ill.

Pub Date Oct 70

Note—15p.; Paper presented at the Conference of the Educational Records Bureau, "Testing in Turmoil: A Conference on Problems and Issues in Educational Measurement," New York, New York, October 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Wide Programs, *Educational Accountability, Norms, Racial Factors, *Standardized Tests, *Test Construction, *Testing, Testing Problems, Testing Programs, Test Interpretation, Test Selection

Identifiers—*Chicago, Illinois

The history and development of city-wide testing programs in Chicago since 1936 are reviewed and placed in context with the impact on testing of Sputnik and the passage of the National Defense Education Act of 1958. Current testing problems include the time lag between events and curricular changes and new test construction, the time lag between changes in student population and re-norming of tests, comparability of school populations of large cities and norms groups, reinforcement by standardized tests of the concept of a standard as the goal rather than progress, and the failure on the part of the public, despite all efforts to the contrary, to appreciate the importance of the standard error of measurement. Among other issues considered are the problems of cultural differences, the results of deprivation, language difficulties, the use of test results as one method of evaluation in accountability, and calls for a moratorium in testing. Sug-

gested remedies include the construction of better, more relevant tests; more frequent test revisions; more sophisticated understanding, interpretation, and use of test results; periodic review of material entered into a student's cumulative record; moderation of test publishers' over-sell; and working together to put standardized testing back into context. (DG)

ED 047 014

TM 000 389

Pinsky, Paul D.

Feedback Information in the Comprehensive Monitoring of Educational Achievement.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Pub Date Oct 70

Note—20p.; Paper presented at the 11th American Meeting of the Institute of Management Sciences, Los Angeles, California, October 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Behavioral Objectives, *Computer Oriented Programs, Curriculum Evaluation, Decision Making, *Feedback, Flexible Progression, Individualized Instruction, Information Processing, *Instructional Technology, Item Analysis, Program Design, Retention, Student Evaluation, Systems Approach, *Testing Programs

Identifiers—CAM, *Comprehensive Achievement Monitoring

This paper considers the design and analysis of feeding back information about achievement test results to teachers and students in a high school classroom. An introductory section discusses the designing and administering of tests throughout the year in such a fashion as to provide pre-instruction, post-instruction, and retention achievement levels of groups of students in specific areas of the course. Three basic types of information are considered: feedback for individual students, feedback for homogeneous groups of students, and feedback for curriculum evaluation. The design of the formats of the output has evolved during the four years that the Comprehensive Achievement Monitoring (CAM) project has been in operation. Teachers' comments, as well as statistical analysis, has produced feedback information designed so that both teachers and students can dynamically make decisions concerning instructional activities. Data from several years of classroom monitoring in the subject areas of history and mathematics is presented. (Author)

ED 047 015

TM 000 391

Johnson, Granville B.

Intelligence Tests as Predictors of Performance in General Psychology.

Alabama Univ., University. Coll. of Education.

Pub Date Dec 70

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Academic Performance, *College Students, Correlation, *Intelligence Tests, *Predictive Ability (Testing), Predictor Variables, *Psychology

Over the past nine years 462 sophomore college students in 23 classes in General Psychology were administered at least one test of intelligence. Coefficients of correlation were computed between these scores and the scores on author-made objective subject matter tests ("Tests") and the performance on "Non-tests" (experiments, reviews, observations, term paper). The correlations between intelligence and "Tests" ranged from .35 to .39 while those between intelligence and "Non-tests" were insignificant. A correlation of .39 between "Tests" and "Non-tests" possibly indicates a general "academic factor." (Author)

ED 047 016

TM 000 392

Opitz, Armand M. Reed, M. Douglas

Virginia Community College System Ad Hoc Committee on Testing: Summary Report.

Virginia Community Coll. System, Richmond.

Pub Date Feb 70

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude Tests, *Community Colleges, Diagnostic Tests, Guidance, Junior Colleges, Student Evaluation, *Student Placement, Student Testing, Testing, *Testing Program, Test Interpretation, *Test Reviews, *Test Selection

Identifiers—American College Test (ACT), Comparative Guidance and Placement Program (CGP), Junior College Placement Profile (JCPP), *Virginia Community College System The Virginia Community College System established an ad hoc committee to review its testing program. Each member college was polled as to the areas of skills, potential, or aptitude it desired measured in each of seven curricula areas. The detailed responses of each college are included in the report. The committee established the following criteria for its study of tests proposed for adoption: coverage in the areas of a diagnostic test of reading skills, a diagnostic test in mathematics, vocational and academic interest areas, general intelligence, and scholastic aptitude; cost; reliability and validity; and research usefulness. On the basis of the criteria several proposed tests were eliminated (the proposed tests are listed) and the following were selected for detailed study: the American College Test (ACT), the Comparative Guidance and Placement Profile (JCPP) of the College Entrance Examination Board, and the Junior College Placement Profile (JCPP). An extensive analysis of each of the tests in each of the criterion areas is included. The committee recommended the adoption of the CGP for 1970-71. (DG)

ED 047 017 TM 000 403

Goolsby, Thomas M., Jr.
Evaluation of Cognitive Development: An Observational Technique—Pre-Reading Skills.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Research and Development Centers Branch, DEL.

Report No.—Pub-69-2

Bureau No.—BR-5-0250

Pub Date Mar 69

Contract—OEC-6-10-061

Note—28p.

Available from—Thomas M. Goolsby, Jr., Dept. of Ed. Psychology, Measurement, and Research, University of Georgia, Athens, Georgia 30601

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Observation Techniques, *Cognitive Development, Cognitive Measurement, *Early Childhood Education, Kindergarten Children, *Prereading Experience, Preschool Children, Preschool Learning, *Reading Readiness, Student Evaluation

A method of evaluation of prereading skills in preprimary school children is described. The method, employing a check list, can provide either a record of class performance, or a cognitive profile of an individual student. The instrument is divided into 8 major task areas that may be seen as plateaus of cognitive development of prereading skills. It includes such activities as following directions, dramatizing, being read to, bookhandling, relating persons and names, word-related visual and auditory discrimination, and attempts to read. In using the check list, the teacher records the date when observation of a positive demonstration of a particular activity took place. A comprehensive record of sequential growth in the eight skill areas is thus compiled. A copy of the check list, a description of each of the eight cognitive activities, symptoms of each of the activities, and guides for discerning them are included. (AE)

ED 047 018 TM 000 405

McMahon, David And Others

Instructional Consultant Checklist.

Pittsburgh Univ., Pa. School of Education.

Pub Date 69

Note—2p.

Available from—Part of TM 000 368; not available separately

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Checklists, Community Involvement, Preservice Education, Questionnaires, *Rating Scales, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Evaluation, *Teacher Interns, *Teaching Skills, Teaching Styles

This instrument was designed to aid in evaluating the Pittsburgh Teacher Corps Pre-Service Program by assessing whether predetermined behavioral objectives had been attained. Some twenty objectives in the areas of teaching skills, attitudes, and community involvement are rated

on a four-point continuum: Never Observed; Sometimes; Most of the Time; Always. The instructional consultant checks the appropriate block on the checklist which adequately describes the behavior on the part of the intern that he has observed during actual classroom teaching over a recent period of one month. Space is also provided for any free comment that the consultant may wish to make. (CK)

ED 047 019

McMahon, David And Others

Reactionnaire.

Pittsburgh Univ., Pa. School of Education.

Pub Date 69

Note—5p.

Available from—Part of TM 000 368; not available separately

Document Not Available from EDRS.

Descriptors—*Group Activities, *Group Behavior, *Group Dynamics, Group Experience, Group Relations, *Preservice Education, *Questionnaires, Rating Scales, Teacher Interns

The teacher interns participating in the Pittsburgh Teacher Corps Pre-Service Program are divided into groups for training. This questionnaire was designed to elicit responses from their trainers regarding group atmosphere, relationships, interactions, activities, and progress during each separate session attended by each group. Trainers also indicate any changes noted in the group, and the direction of such changes (from Hostility to Friendliness, for example) during a session. After each question, the trainer is asked to comment on his perception of the factors causing the change (or the lack of change). (CK)

ED 047 020

Elashoff, Janet Dixon Elashoff, Robert M.

A Model for Quadratic Outliers in Linear Regression.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RDM-69

Bureau No.—BR-5-0252

Pub Date Dec 70

Contract—OEC-6-10-078

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Correlation, *Mathematical Models, *Multiple Regression Analysis, *Research Methodology, *Statistical Analysis, Statistical Data

Identifiers—*Outliers

This paper introduces a model for describing outliers (observations which are extreme in some sense or violate the apparent pattern of other observations) in linear regression which can be viewed as a mixture of a quadratic and a linear regression. The maximum likelihood estimators of the parameters in the model are derived and their asymptotic properties discussed. Small sample behavior of the model and robustness to inaccurate specification of the mixing parameter were investigated using Monte Carlo techniques. The asymptotic properties provide reasonable indications of behavior for n as small as 21 and the procedure appears quite robust to the inaccurate specification of the mixing parameter. Building models to describe outliers and estimating their parameters provides an interesting alternative to procedures of outlier detection followed by ordinary least squares procedures. (Author)

UD

ED 047 021

Educational Leadership Training Program for Majority-Negro Rural-Isolated School Districts in North Carolina, 1969-70. Final Technical Report.

Saint Augustine's Coll., Raleigh, N.C.

Pub Date 70

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Faculty Integration, Integration Methods, Negro Teachers, Program Evaluation, *Race Relations, *Rural Education, Rural School Systems, *School Integration, *Summer Institutes

Identifiers—North Carolina, Raleigh, Saint Augustine College

TM 000 406

This is the concluding report of the operational phase of a summer institute conducted by Saint Augustine's College at North Carolina State University for the Eastern North Carolina Teachers' follow-up activities and evaluation. The project focused on the need for raising the level of professional competence of school personnel in predominantly black, rural school districts, with the hope that the quality of education would be improved and desegregation facilitated. In addition, improvement of race relations was a specific objective. The summer institute program included lectures and seminars. The program was evaluated by pretest-posttest measures; the data show that the institute was effective in bringing about and maintaining positive attitudes towards integration for the total group of participants. (Author/JW)

ED 047 022

Lede, Naomi W., Ed.

Sensitivity Training and Faculty Desegregation

Bishop Coll., Dallas, Tex.

Pub Date 69

Note—95p.; Proceedings of Faculty Desegregation Institute (1st, Bishop College, Dallas, Texas, July 14-August 1, 1969)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bias, Curriculum Development, Disadvantaged Youth, *Faculty Integration, *Institutes (Training Programs), Integration Effects, Intergroup Relations, *Race Relations, *School Integration, *Sensitivity Training, Teacher Attitudes

Identifiers—Bishop College, Dallas, Texas

This is a record of the proceedings of the First Faculty Desegregation Institute held at Bishop College. Included is a chronology of program activities (lectures, field trips, etc.). Position papers on intergroup relationships, disadvantaged children, race relations in America, and the nature of prejudice for the major part of the record. In addition, an evaluation of participants' responses is appended. Also included in the appendices are a description of participants, pictorial highlights, preliminary evaluation of the institute, and news coverage. [Not available in hard copy due to marginal legibility of the original document.] (RJ)

ED 047 023

Approaches to Desegregation: The Superintendent's Perspective; A Dialogue on April 27-29, 1969, University of California Conference Center, Lake Arrowhead.

California Univ., Riverside.

Pub Date 29 Apr 69

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, Inservice Teacher Education, *Integration Methods, *Race Relations, Racial Attitudes, Racial Integration, *School Integration, School Superintendents, Social Integration

Identifiers—University Of California At Riverside

A conference for educators on the subject of school desegregation was sponsored by the University of California, Riverside, in the spring of 1969. Concerned school superintendents, authorities in behavioral science research, government officials, political leaders, and school board members discussed the rationale for attempting to solve racial problems in education and ways in which integration might be accomplished. The dialogue centered around research support, legal requirements, and social, political strategies. This account of the proceedings is presented in the form of representative excerpts from the comments and papers given at the conference. In addition, the superintendents agreed upon a number of recommendations which cover topics in need of research, preservice education, and inservice education of teachers. (Author/JW)

ED 047 024

Himelrick, John B.

Evaluation Institute on Interethnic Aspects of Public School Education in West Virginia. Final Report.

West Virginia Wesleyan Coll. Buckhannon, W. Va.

Pub Date 30 Apr 70

Grant—OEG-3-9-000374-002(036)

Note—36p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Biracial Schools, Inservice Teacher Education, *Institutes (Training Programs), Program Evaluation, *Race Relations, *Racial Attitudes, Racial Discrimination, Racial Integration, *School Integration, Self Evaluation Identifiers—West Virginia

This evaluation of the Institute on Interethnic Aspects of Public School Education in West Virginia consisted of two district procedures. The first was intended to evaluate the effectiveness of the program in terms of the change occurring in the participants as perceived by the participants themselves. This was done by a pre- and post-program questionnaire. The second evaluation technique was intended to measure the success of the Institute in terms of the action produced at the back-home level. This was done by asking the participants to plan and reduce to writing action programs for their local school systems prior to leaving the program. The participants were then called back to evaluate the progress of the action plans. The report concludes that the greatest change occurred in knowledge of procedures, while less change in racial attitudes occurred. However, favorable attitudes towards desegregated education increased. As for the action-plan evaluation, exactly how many actually made headway is not noted. [Not available in hard copy due to marginal legibility of the original document.] (Author/JW)

ED 047 025

UD 011 128

Gussow, Joan Dye

Bodies, Brains and Poverty: Poor Children and the Schools.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 70

Note—20p.; IRCD Bulletin; Volume 6, Number 3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Breakfast Programs, Economic Disadvantage, Educational Disadvantage, Government Role, *Health Programs, *Hunger, Infant Mortality, *Medical Research, *Nutrition, Prenatal Influences, *Special Health Problems

In this issue of the IRCD Bulletin is reviewed the status of research relating to health, nutrition, and learning as pertaining to children from economically disadvantaged families. At present there is considered to be little hard evidence in support of the notion that children's present biological condition is correlated with their learning. The question thus remains as to whether it is rational (or humane) to attempt to teach a child who is hungry, ill, or tired. If not, then health and nutritional programs should be instituted as the one sensible course of action, and not merely because they may be based on scientific research findings. Also included in this issue of the Bulletin is an article on the recommendations for child health care, which has been reprinted from the "Bulletin of Pediatric Research," Volume 4, November 1970, with the permission of the American Academy of Pediatrics. (Authors/DM)

ED 047 026

UD 011 151

Kochman, Thomas

Cross-Cultural Communication: Contrasting Perspectives, Conflicting Sensibilities.

Pub Date Jul 70

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, *Communication Problems, Cultural Context, Cultural Differences, Cultural Exchange, Cultural Interrelationships, *Culture Conflict, Majority Attitudes, *Middle Class Culture, Minority Groups, *Negro Culture, Negroes, Self Concept, Social Integration, *Verbal Communication

People fail to communicate because they fail to read accurately the cultural signs that each person is sending. This consistently produces bewilderment, and often feelings of anger, frustration, and pain. Communication becomes virtually impossible when people not only operate from different cultural codes, but are unaware that different codes are in operation. White middle class and black American culture are different. Invariably, it has been the minority or subordinate cultural groups in society which suffer when communication fails. Biculturalism is the solution for a better society. (Author/DM)

ED 047 027

UD 011 153

Binzen, Peter

Whitetown, U.S.A.

Carnegie Corp. of New York, N.Y.

Pub Date 70

Note—313p.; A Philadelphia Bulletin Book

Available from—Random House, New York, N.Y. (\$6.95)

Document Not Available from EDRS.

Descriptors—*Italian Americans, Low Achievers, *Lower Middle Class, Middle Class, *Minority Groups

Identifiers—Irish Americans, Kensington, Pennsylvania, Philadelphia, Polish Americans

Lower middle-class whites who support their police, who paste flags in their car windows, and who comprise a most volatile political constituency are the subject of this book. In particular, Kensington, a blue-collar neighborhood in Philadelphia, is examined: Irish, Italians, and Poles are found to be as angry and disaffected as their neighboring blacks. In the schools, some of the lowest reading and arithmetic scores are found in lower middle-class neighborhoods. The young people often manifest symptoms of alienation. One chapter, "The Schools of Whitetown—Then and Now," concentrates on the history of white ethnic groups in public schools. The white working class has used the public school system to move upward in American society; these people are now afraid that all resources and energy will be channeled toward the black community and away from them. (Author/JW)

ED 047 028

UD 011 154

Mack, Raymond W., Ed.

Our Children's Burden: Studies of Desegregation in Nine American Communities.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 68

Note—486p.

Available from—Random House, New York, N.Y. (Vintage Books, \$2.45)

Document Not Available from EDRS.

Descriptors—*Case Studies, *Integration Methods, Integration Plans, *Race Relations, *School Integration, School Surveys, Surveys

Identifiers—California, Delaware, Georgia, Illinois, Kalamazoo, Michigan, Mississippi, New York

This collection of case studies on school desegregation in nine American communities (Kalamazoo, Michigan; Newark, Delaware; Riverside and Los Angeles, California; Savannah, Georgia; River City and Bay County, Mississippi; Chicago, Illinois; and Hempstead, New York.) summarizes and interprets the struggles to solve this domestic social problem. Although the chapters are written by different authors, the work itself is a shared product in which the authors participated in planning each other's work and in criticizing each other's manuscripts. The methodology of the research includes both survey data and observational data. General trends in school desegregation are discussed in detail. Some of these are: (1) small towns and medium-sized cities, North and South, are desegregating their schools, at least to a token extent; (2) huge metropolitan areas, North and South, are resegregating their schools; and (3) social organization is a critical variable for understanding the amount of desegregation in a community. (Author/JW)

ED 047 029

UD 011 155

Weston, M. Moran And Others

Black Caucus Position Paper, White House Conference on Children.

Pub Date Dec 70

Note—8p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bias, Black Community, *Black Power, Educational Facilities, Educational Opportunities, Employment Opportunities, Family Programs, Federal Aid, *Federal Programs, Financial Needs, Health Services, *Minority Group Children, Physical Environment, *Racism

Identifiers—*White House Conference on Children

The racism, individual, institutional, and collective, that permeates American society has resulted in psychological and physical damage to its children—brown, red, black, yellow and white.

This racism has created an environment which hinders the learning capacity of all children, even those with special family resources. Similarly, this racism has made it impossible for children to obtain the health services vital to their survival, growth, and development. Removal of external handicaps to the family and support of internal strengths through federally sponsored and financed programs acceptable to and designed by these families is of the highest priority. Programs that deal with discrimination in employment and lack of access to financial resources should take priority over currently popularized programs. The greatest injustice to children can be found in government failure to provide wholesome physical environments and services. A positive vote for this resolution by the White House Conference on Children delegates is vital to all children. [Not available in hard copy due to marginal legibility of the original document.] (Authors/JM)

ED 047 030

UD 011 160

Gordon, Edmund W. Miller, Julia Wang

Planning Educational Change: Volume 3, Integrating the Desegregated School—A Review.

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—NCRIEEO-Newsletter-Vol-1-No-1

Pub Date Nov 70

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Book Reviews, Discussion Groups, Educational Parks, Group Discussion, *Integration Methods, Integration Plans, *Interpersonal Relationship, Open Enrollment, Questionnaires, *Race Relations, Role Playing, *School Integration

"Planning Educational Change: Vol. III, Integrating the Desegregated School," by Chester, Jorgensen, and Erenberg is reviewed in this issue of the "NCRIEEO Newsletter." The book in question tries to provide teachers and administrators with methods for improving race relations in desegregated schools. Some of the techniques suggested include role playing for students, sensitivity sessions for teachers, and diagnosis of school sentiment through the use of questionnaires. The reviewers suggest that discussion of basic issues might enhance educators' understanding of the problems involved in school desegregation. Also discussed are organizational strategies for planning desegregation such as pairing, school closing, open enrollment, and educational parks. In conclusion, the reviewers note that the requirement for the proper utilization of the ideas in "Planning Educational Change" is a commitment to work toward the achievement of a racially integrated society. This issue of the "NCRIEEO Newsletter" also lists recent works (documents as well as journal articles) on equal educational opportunity. For the book reviewed, see ED 042 071. (JW)

ED 047 031

UD 011 161

Black Newspapers: Overlooked Barometers. NCRIEEO TipSheet, Number 1.

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Black Community, Communication Problems, *Community Characteristics, Community Influence, Community Leaders, Community Relations, Information Seeking, *Information Sources, Local Issues, Mass Media, *Negro Attitudes, Negro Culture, Negro Institutions, News Media, *Newspapers

Black newspapers should not go unnoticed by school administrators, as they too often are. Black people have a long and proud history of intraracial communication. More than 200 "black" periodicals work hard at forming, leading, and interpreting for black communities. No black community is totally dependent upon the standard white-owned and majority oriented press for information basic to the forming of public attitudes towards education and desegregation. Lack of familiarity with black newspapers may be because

most are published virtually unnoticed and are relatively amateurish. Also, dubious but often unchallenged social theories support the educator's avoidance of the local black press. There are many reasons why an educator might read a black newspaper with some regularity. He may gain insight into what black leaders say to the black community and how the black community really places them in its constellation of influences. Also, what does the community value, and how does it value his activities? Thus, judicious reading of the black press may broaden the dimensions of his understanding of the black community without spending a fortune on another resented study. (Author/JM)

ED 047 032 UD 011 162
A Design for the Attainment of High Academic Achievement for the Students of the Public Elementary and Junior High Schools of Washington, D.C.

Metropolitan Applied Research Center, Inc., New York, N.Y.

Spons Agency—District of Columbia Board of Education, Washington, D.C.

Pub Date Sep 70

Note—90p.; Reproduced by the Senate Select Committee on Equal Educational Opportunity, Congress of the U.S., Washington, D.C., September 1970, as a Committee Print

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Curriculum Development, Disadvantaged Youth, Educational Administration, Educational Planning, Effective Teaching, Elementary Schools, Junior High Schools, Lower Class Students, *Public School Systems, *School Organization, School Personnel, Underachievers, *Urban Schools
 Identifiers—*District of Columbia

This proposal seeks to deal with the problems of underachievement in reading and arithmetic by students in the District of Columbia school system. Some prevalent theories which seek to explain underachievement are presented, as well as basic assumptions of the proposed educational design. The design as presented includes proposals for the curriculum, educational personnel, students, parents, evaluation of student performance, and overall organization of the public school systems. (Author/DM)

ED 047 033 UD 011 163
Evaluation of the Disadvantaged: An Evaluative Report on Title I, Elementary and Secondary Education Act of 1965, Fiscal Year 1968.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-37013-68

Pub Date Apr 70

Note—275p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE-5 237:37013-68. \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, Elementary Schools, Elementary School Students, Federal Aid, Federal Programs, *Program Evaluation, Public Schools, School Districts, State Departments of Education, *Student Characteristics, Student Needs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I Program

This report is concerned with Title I of ESEA, the Federal funding provisions most directly concerned with disadvantaged pupils. Pursuant to the Congressional directive, the Commissioner authorized a number of studies including nationwide surveys of educational activities financed with funds drawn from ESEA Title I. One survey of public elementary schools was made during the latter part of the 1967-68 school year, and the results obtained from the survey are current for June 1969. Studies also are conducted and reported regularly by State education agencies, and by each of the approximately 17,000 public school districts that administer Title I funds to support academic projects and related activities. Title I programs for disadvantaged pupils are examined in addition by interested parents' and citizens' committees, and by research scientists who specialize in learning problems of disadvantaged children and youth. Nonetheless, this is considered the first report that endeavors to examine the nature and extent of Title I activities conducted through State and local public education agencies, and the first to examine Title I per-

formance as an instrument of national policy. (Author/JM)

ED 047 034 UD 011 167
Champaign, David W. Goldman, Richard M. Development of a Training Program to Increase the Use of Reinforcement in Informal Teaching by Mothers of Educationally Disadvantaged Children.

Pub Date 70

Note—19p.; Paper presented at the Annual Meeting of the American Anthropological Association, San Diego, Calif., 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educationally Disadvantaged, *Elementary School Students, Home Study, *Lower Class Parents, Lower Class Students, Middle Class Mothers, Mothers, Parent Education, *Parent Participation, Parent School Relationship, Reinforcement, Teacher Role, *Teaching Methods, Verbal Communication

One way that educationally disadvantaged children can be helped to succeed more often in schools is to ask their parents to join in an educational partnership with teachers for the benefit of their children. The acquisition of teaching skills allows the parents to focus their efforts. The use of positive verbal reinforcement was selected as the skill parents would be helped to acquire. The research was conducted in three phases. The first was designed to determine if the literature that described the use of reinforcement by parents was accurate for both middle class mothers and for the target population of lower class mothers. During this phase the learning strategies most helpful to parents to learn reinforcement skills were developed. During phase two, one parent was worked with for 15 weeks using the strategies developed in phase one. Phase three consisted of working with six mothers using the same design as that of phase two, in order to evaluate whether the reinforcement skills training program had similar effects on other parents. New strategies were developed as these became necessary. Although a considerable amount of responsibility is given the parent in this program, no diminishing of education or accountability is implied. (Author/JM)

ED 047 035 UD 011 168
Technical Assistance Survey, Calendar Year 1969. Final Report.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 70

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, Integration Methods, *Integration Plans, *School Districts, *School Integration, State Agencies, State Departments of Education, Summer Institutes, *Technical Assistance, Workshops

Identifiers—*Civil Rights Act Of 1964, Division Of Equal Educational Opportunity, Office Of Education, Title IV Programs

This document reports and analyzes direct technical assistance to school districts for the calendar year 1969. More than 6,400 requests for technical assistance were serviced from 1,300 school districts; approximately three-fourths of these requests were from Southern and border states. A major service was assisting school systems with the development of comprehensive desegregation plans. Other forms of assistance included disestablishment of dual school systems and operation of training programs, workshops, and summer institutes. (Author/DM)

ED 047 036 UD 011 169
Hooker, Robert W. Displacement of Black Teachers in the Eleven Southern States. Special Report.

Race Relations Information Center, Nashville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RRIC-12

Pub Date Dec 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bias, Chief Administrators, Civil Rights, Disqualification, Integration Effects, Negro Employment, *Negro Teachers, Principals, *School Integration, *Southern States, Teacher Certification, *Teacher Employment, Teacher Promotion, Teacher Recruitment, Teacher Selection

In order to collect information on teacher displacement, the Race Relations Information Center surveyed white and black teachers and principals, teacher association executives, attorneys, civil rights and community leaders, state and federal officials, and journalists in 11 Southern states; the survey was conducted largely by phone. Several tentative general conclusions emerge. The number of black teachers being hired to fill vacancies or new positions is declining in proportion to the number of whites hired. Nonhiring is a form of displacement as serious as dismissal and demotion. Displacement is more widespread in small towns and rural areas than in metropolitan centers; in sections with a medium-to-heavy concentration of black citizens than in predominately white areas; and in the Deep South than in the Upper South. Finally, demotion of black principals and teachers is more prevalent than outright dismissal. The irony of displacement is that it has followed compliance with Federal laws designed to end discrimination. In the South in recent years, displacement of black professionals, and the diminishing of positions, pay, and prestige have accompanied each newly desegregated school despite legal decisions, the "equal protection" clause of the Fourteenth Amendment, and HEW guidelines. (Author/JM)

ED 047 037 UD 011 170
Campbell, Ronald F., Ed. And Others Education and Urban Renaissance.

Spons Agency—Science Research Associates, Inc., Chicago, Ill.; Sears-Roebuck Foundation, Skokie, Ill.

Pub Date 69

Note—160p.; Papers presented at the National Conference on the Educational Dimension of the Model Cities Program, Chicago, Ill., September 1968

Available from—John Wiley & Sons, Inc., New York, N.Y. (\$5.95)

Document Not Available from EDRS.

Descriptors—Administrative Organization, City Government, Economic Disadvantage, *Educational Improvement, *Educational Strategies, Equal Education, Family (Sociological Unit), *Government Role, Secondary Schools, Talent Development, Teacher Improvement, Urban Renewal, *Urban Schools
 Identifiers—*Model Cities Program

This book is the report of a conference at the University of Chicago to discuss the central question: "What are the characteristics of an ideal urban school?" The conference coincided with the passage of relevant "Model Cities" legislation, which was also discussed in the meetings. The first chapter describes educational problems in the urban setting. Chapters Two through Twelve contain papers by the conference participants. Chapter Thirteen summarizes the themes emerging from the sessions, and contains a concluding statement and recommendations for urban schools of the future. The themes in Chapter Thirteen center around race relations, prospects for the Model Cities Program, and school-university and school-community relationships. (Author/DM)

ED 047 038 UD 011 171
Minuchin, Patricia And Others

The Psychological Impact of School Experience: A Comparative Study of Nine-Year-Old Children in Contrasting Schools. Psychological Studies in Education, Number 1.

Bank Street Coll. of Education, New York, N.Y.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 69

Note—543p.

Available from—Basic Books, Inc., Publishers, New York, N.Y. (\$12.50)

Document Not Available from EDRS.

Descriptors—Child Development, *Child Psychology, Cognitive Development, *Educational Environment, *Educational Experience, *Educational Philosophy, Elementary Schools, Elementary School Students, Imagination, School Environment, Self Concept, *Urban Education

Identifiers—Bank Street College Of Education

This first volume in a series from the Research Division of Bank Street College of Education reports the results of a research project which explores the effects different kinds of education have on learning and child development. Fourth-grade pupils in four different urban schools were

selected as subjects; each school differed in educational philosophy and practice—from "traditional" to "modern." In these contrasting learning environments, the children were then compared in several areas of development—the style and adequacy of intellectual attainment, perception of people, development of codes for human interchange, and self-concepts. As an evaluation of "modern" versus "traditional" educational strategies, the report greatly enriches understanding of schools and children, and provides a natural history of four differing school-and-classroom cultures. Appendixes give detailed discussions of the various tests and data collected on the subjects. (Author/JW)

ED 047 039

UD 011 172

Probandt, Ruth

The Non-Western World: An Annotated Bibliography for Elementary and Secondary Schools. Massachusetts Univ., Amherst. School of Education.

Pub Date May 70

Note—69p.

Available from—Center for International Education, School of Education, University of Massachusetts, Amherst, Mass. 01002 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African Culture, African History, African Literature, *Annotated Bibliographies, *Asian History, Elementary School Students, Latin American Culture, *Non Western Civilization, Resource Materials, Secondary School Students, *Social Studies, Spanish Culture

Identifiers—Black Africa, China, India, Japan, Mexico, South America, Southeast Asia, Vietnam

This annotated bibliography on Asia, Africa, and Latin America contains sources primarily for elementary and secondary school students; also included are books for libraries and teachers. The bibliography on Asia is divided into curriculum materials and information books. Some of the countries covered are: Burma; Cambodia; China; India; Japan; Korea; and Vietnam. The section on Black Africa includes a social studies curriculum for secondary students. The books on Latin America cover Mexico as well. Appended are lists of audio-visual aid companies and book publishers. (JW)

ED 047 040

UD 011 174

Shapiro, Phyllis P. Shapiro, Bernard J.

An Evaluation of Poetry Lessons with Children from Less Advantaged Backgrounds.

Pub Date Feb 71

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 4-7, 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Creative Development, *Creative Expression, Creative Teaching, *Creative Writing, Creativity, *Disadvantaged Youth, *Elementary School Students, Experimental Teaching, Language Ability, Language Instruction, *Poetry, Teaching Methods

A recent study (Shapiro & Shapiro, 1970) showed that fourth graders from an upper middle class background with varying degrees of intelligence, creativity, and language achievement could be taught to express themselves poetically. The present study was undertaken to replicate these results with children from less advantaged backgrounds. The two alternative experimental programs for poetry writing developed for the initial study were used. Comparison of these results indicate that the methodologies employed are equally effective with both socio-economic groups. The effect of intelligence, creativity, and language achievement differs to some extent; the implications of both the similarities and differences are explored. [Not available in hard copy due to marginal legibility of original document.] (Author)

ED 047 041

UD 011 175

Lewis, Michael

Infancy and Early Childhood in the Urban Environment: Problems for the 21st Century. Research Memorandum.

Educational Testing Service, Princeton, N.J.

Report No.—RM-70-9

Pub Date May 70

Note—12p.; Paper presented at the 7th Congress of the European Cultural Foundation "Citizen

and City in the Year 2000", Rotterdam, Netherlands, May 24-30, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Early Childhood, Early Childhood Education, Early Experience, *Infancy, Infants, Toys, Urban Education, *Urban Environment

The function of this paper is to initiate a discussion of the kinds of questions that should be asked when one considers what kind of environment is needed in the year 2000 to optimize human growth and development. More specifically, the paper focuses on the problems of the infant and young child in the 21st century urban environment. The essay is broken down into three categories: (1) the immediate environment (the infant's crib and bath facilities; toys; playrooms; etc.); (2) the orbital environment (the immediate environment in relation to all other needs—health services, schools, etc.); and (3) the orbital environment as an extended family (a general category including the child's environment and its implications for the parents). Most of the essay deals with the immediate environment. Several specific problems of infants and young children in urban centers in the future are brought up. It is pointed out that technology often outstrips the ability to ask relevant questions from it. (Author/JW)

ED 047 042

UD 011 176

Fantini, Mario D.

The Reform of Urban Schools. Schools for the 70's, Preliminary Series.

National Education Association, Washington, D.C. Center for the Study of Instruction.

Pub Date 70

Note—99p.

Available from—Publication-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Cloth: \$3.25; Paper: \$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Community Involvement, Community Schools, Decision Making, Disadvantaged Youth, *Free Choice Transfer Programs, Parent School Relationship, *Public Education, *Public Schools, Public School Systems, School Community Relationship, *Urban Education, *Urban Schools

In this book, an overall analysis of the urban crisis is presented and concrete suggestions are made for renewing urban education through a unique design called the "public-schools-of-choice system." Fundamentally a plan in which a range of optional school programs would be offered to diverse student groups in every community, the public schools of choice would open up a range of educational opportunity and choice so far available mainly to students attending private schools. It is not a voucher plan that is suggested; new kinds of public schools are called for. In a plea for a new approach to educational decision making which involves direct participation by all concerned parties of interest—parents, students, teachers, administrators—it is deemed necessary to open up the structure of public education to a whole new range of ideas. Several programs already in existence are discussed—such as a community-centered school, a school without walls, and an academic prep school. (JW)

ED 047 043

UD 011 181

Eash, Maurice J.

A Curriculum Evaluation of an Academy for Black Drop Outs: The Alternatives in an Alternative School.

Pub Date Feb 71

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Curriculum Development, *Curriculum Evaluation, Dropout Programs, Dropouts, *Dropout Teaching, High Schools, *High School Students, Inner City, Instructional Design, *Negroes, School Size, Urban Schools, *Urban Teaching

Identifiers—Christian Action Ministry Academy, Illinois

This paper reports the results of a comprehensive curriculum evaluation of an academy founded to assist black drop-outs. Designed to determine the effects of the educational program on the student body and to lay bare the major

constructs in the instructional and curriculum designs, the study employed a modified Shuflebeam curriculum evaluation model. Eleven major data sources were utilized which allowed comparisons to be made with data on comparable public school populations, as well as within the group comparisons. The findings raise questions about current emphasis on size of schools and instructional and curriculum designs of present inner-city educational programs. [Not available in hard copy due to marginal legibility of the original document.] (Author/JM)

ED 047 044

UD 011 182

Fruth, Marvin J. Yee, Albert H.

Do Black Studies Make a Difference in Elementary School Pupil's Achievement and Attitudes?

Pub Date Feb 71

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Achievement Gains, Administrator Attitudes, *African American Studies, Changing Attitudes, Curriculum Development, *Elementary School Students, History Instruction, Negro History, *Negro Students, Student Attitudes, Student Teacher Relationship, *Teacher Education, Urban Schools, Urban Youth

The purpose of the Integrated Black History Institute was: (1) to educate administrators and teachers; and (2) to develop units of instruction on the black man's contribution to American history. Historians, curriculum experts, media specialists, teachers, principals, and curriculum supervisors participated in the construction of the units. Eight metropolitan areas and 25 classrooms were included in the study. The experimental group, which studied the units, advanced significantly more in content than did the control classes, which did not study the units. The results were similarly significant for each subtest. Boys' lower performance on the pretest was erased by the time of the posttest. (Author/JM)

ED 047 045

UD 011 183

Dusewicz, Russell A. Higgins, Martin J.

Toward an Effective Educational Program for Disadvantaged Infants.

Pub Date Feb 71

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cognitive Development, Compensatory Education, *Compensatory Education Programs, *Disadvantaged Youth, Home Visits, Intervention, Negro Students, *Preschool Children, Preschool Clinics, Preschool Curriculum, Preschool Evaluation, Preschool Learning, *Preschool Programs, Tutorial Programs, Tutoring

Identifiers—Peabody Picture Vocabulary Test, Slosson Intelligence Test, Vineland Social Maturity Scale

This study attempted to determine if significant and lasting cognitive gains could be achieved by focusing preschool efforts upon children younger than those now being serviced by traditional programs—children under three years of age. Thirty-six disadvantaged children, 19-28 months of age, were randomly assigned to two groups: a Home Group receiving 70 minutes of tutoring in the home weekly, and a Center Group attending a four-hour per day centrally located cognitive enrichment program. After 125 program days, analyses of covariance of posttest scores (taking pretest scores as covariates) on the Slosson Intelligence Test, the Peabody Picture Vocabulary Test, and the Vineland Social Maturity Scale (VSMS) revealed significant differences favoring the Center Group on the first two measures. Non-significance on the VSMS appeared to be artifactual. The results demonstrate the feasibility and merits of compensatory education with disadvantaged infants in a school setting. [Not available in hard copy due to marginal legibility of original document.] (Author/JM)

ED 047 046

UD 011 184

Detroit's Youth Service Corps.

Detroit Police Dept., Mich.; Neighborhood Service Organization, Detroit, Mich.

Pub Date Jun 69

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Delinquency Prevention, Dropout Prevention, Employment Opportunities, *Negro Students, *Part Time Jobs, Police, *Police Community Relationship, Police School Relationship, *Secondary School Students, *Urban Youth, Work Experience Programs, Youth Employment, Youth Programs

Identifiers—Michigan, Youth Service Corps

The goals of the Youth Service Corps (YSC) are to offer poor youth the opportunity to earn money through police-related employment; to improve the police-community relationship, especially between black youth and the Police Department; to interest youth from minority groups in police careers and other governmental positions; to encourage such youth to remain in school; and to contribute toward the reduction of juvenile crime. The in-school Youth Service Corps enrollment during the Winter-Spring Program 1968-69 included 134 boys between 14 and 18 years. Although corporals lived in the police precincts with high rates of juvenile crime, the number of recorded contacts for violations during the YSC enrollment is extremely low. It is recommended that, in the 14 to 16 age groups, the program should continue in the accepted and effective summer "out-of-school" operation. The winter "in-school" operation should be closely directed and should include several work experiences, as well as a regular schedule of training meetings and social activities under a guided self-government organization. (Author/JM)

ED 047 047 UD 011 212

Fisher, Maurice D.

Educational Assumptions for Constructing Objectives and Evaluating Programs for Culturally Disadvantaged Children.

Pub Date Feb 71

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Enrichment, Culturally Disadvantaged, *Educational Objectives, Feedback, Independent Study, Learning Activities, *Motor Development, *Perceptual Development, Personal Values, Problem Solving, Program Development, *Social Development, Teacher Role, Teaching Methods

Identifiers—*Montessori Method

This inquiry demonstrated how the educational assumptions underlying the Montessori Method can be applied to constructing educational objectives and evaluating programs for culturally disadvantaged children. Initially, it was shown how these assumptions concentrate upon significant areas of human development. Then, information about perceptual-motor deficiencies was combined with the educational assumptions to construct educational objectives which can be used to design and evaluate perceptual-motor training programs. It was concluded that the developed educational assumptions and objectives are associated with a motivational model that promotes optimal cognitive and social development. (Author/JM)

ED 047 048 UD 011 213

Jones, Pauline A.

Home Environment and the Development of Verbal Ability.

Pub Date Feb 71

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Academic Aspiration, Cognitive Development, *Elementary School Students, Environmental Influences, *Family Environment, Interaction, Males, Occupational Aspiration, Parental Background, *Parent Influence, *Parent Student Relationship, Socioeconomic Status, *Verbal Ability, Verbal Development

Identifiers—Canada

This study of the relation of variables of home environment to differences in children's cognitive development used a sample of 25 pairs of grade five boys in the 10-12 age range matched for general intelligence but discrepant with respect to verbal ability. Home environmental measures were obtained by means of a 70 minute interview with the mother. Differences between means for the high verbal boys as compared with low verbal boys revealed that high verbal boys were from homes where parents have a higher interaction index, higher academic and vocational aspira-

tions, provided more opportunities for the use and development of language, and higher occupational status. The variable "opportunities for the use and development of language" was the best predictor of verbal ability for the pooled sample. Inclusion of the occupational level of parents as a second predictor significantly increased predictability of verbal scores. Findings of the study are considered to contribute to understanding the interactive process between environment and heredity, and enhance the ability to maximize the environmental influence for the improvement of deficit skills. [Not available in hard copy due to marginal legibility of original document.] (Author/JM)

ED 047 049 UD 011 214

Lichtman, Marilyn

An Investigation of the Relationship of Three Variables—Intelligence, Creativity, and Language—in Disadvantaged, Preschool Negroes.

Pub Date Feb 71

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cognitive Development, *Creativity, *Culturally Disadvantaged, Factor Analysis, *Intelligence Factors, *Language Skills, *Negro Youth, Preschool Children, Test Results

Identifiers—Daily Language Facility Test, District Of Columbia, Torrance Test Of Creative Thinking, Wechsler Intelligence Scale

The purpose of this study was to examine the relationship of the variables of intelligence, creativity, and a language component in preschool disadvantaged Negro children. Major hypotheses were: (1) that the specific components of each variable had higher correlations within each variable than between variables; and (2) that each major loaded on a different factor. Results supported both major hypotheses. One of the major implications is that creativity can be measured on a separate dimension from language and verbal intelligence in preschool disadvantaged Negro children. [Not available in hard copy due to marginal legibility of the original document.] (Author/DM)

ED 047 050 UD 011 215

Oakland, Thomas Weibert, Evelyn

The Effects of Test-Wisness Materials on Standardized Test Performance of Preschool Disadvantaged Children.

Pub Date Feb 71

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Culturally Disadvantaged, *Curriculum Development, *Curriculum Evaluation, Preschool Children, *Standardized Tests, *Statistical Analysis, Student Testing, Task Performance, Testing, *Testing Problems

This study was an attempt to examine certain variables which apply to test-wisness factors in assessing preschool and primary grade children. The study identified specific abilities which appear to be prerequisite for taking standardized tests, and to design curricular materials to facilitate the development of these abilities. It was found that the curricular test-wisness materials had limited value in facilitating performance on the standardized test. However, teachers reported that the majority of children in the experimental group appeared to be more confident on paper and pencil tasks, and to remain task-oriented for longer periods of time. [Not available in hard copy due to marginal legibility of original document.] (Author/DM)

ED 047 051 UD 011 216

Walls, Richard T. Cox, Janet

Disadvantaged and Nondisadvantaged: Children's Expectancy in Skill and Chance Outcomes.

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Feb 71

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Achievement Need, *Aspiration, Culturally Disadvantaged, Learning Activities, Learning Motivation, *Performance Factors, *Success Factors

This study compared the effects of four experimental treatments on levels of expectancy or aspiration of 80 disadvantaged and non-disadvantaged boys and girls. Levels of expectancy were more discrepant from previous performance in conditions perceived as chance regulated, and in those outcomes actually controlled by chance. More unusual shifts in expectancy, down after success, were made under chance conditions. Disadvantaged girls perceived themselves as most powerless in influencing their own reinforcements, whereas the disadvantaged boys had a less external or chance of orientation. (Author/DM)

ED 047 052 UD 011 217

Bill, Julian

Project GAIN Evaluation: 1969-70.

Broward County Schools, Fort Lauderdale, Fla.

Report No.—RD-R-34

Pub Date 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educationally Disadvantaged, Junior High Schools, *Junior High School Students, Mentally Handicapped, Program Evaluation, Remedial Instruction, *Remedial Programs, *Retarded Children, Retarded Readers, Slow Learners

Identifiers—Broward County School Board, Florida, Fort Lauderdale, *Project Gain

Project GAIN was designed to meet the special needs of the academically retarded junior high school student. This federally funded project has been on-going in Broward County (Florida) since January 1966. The project was conceived of as a means to motivate and educate those students whose "dull normal" intellectual ability might otherwise doom them to failure. Although this has remained the goal of Project GAIN, through the years various facets of the program have been considered less than stable; a thorough and competent evaluation has been very difficult to achieve. The authors of the 1969-70 evaluation conclude from their data that Project GAIN was not a success this year. Further, some reasons for questioning the positive trends in the past have been put forth. These trends have usually been due to interactions between schools and treatment (differential effects) and may well have reflected mere artifacts. Many associated with the project can point to individual pupils whom they believe have profited from the GAIN program. However, in terms of outcomes for groups of students rather than for individual cases, the program is considered to have little, if any, effect. (Author/JW)

ED 047 053 UD 011 218

Bill, Julian Meredith, William

Markham: Report of the Evaluation of an Educational Program, 1968-70.

Broward County Schools, Fort Lauderdale, Fla.

Report No.—RD-R-38

Pub Date 70

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education, *Compensatory Education Programs, Disadvantaged Youth, *Elementary Schools, Elementary School Students, Individualized Instruction, *Migrant Children, *Migrant Youth, Non-graded Classes, *Nongraded Primary System, Nongraded System, Program Evaluation, Team Teaching

Identifiers—Florida, Fort Lauderdale, Robert C Markham Elementary School

The Robert C. Markham Elementary School represents a joint Federal-local effort to educate children of migrant workers. The school provides a specially designed, in-school compensatory program, which views the child as an individual. Markham School is nongraded and emphasizes team teaching approaches. Children enter the school at age five and progress at their own rate. The individualized program has as its core a phased or sequential structure for mastering skills in communication and mathematics; other subjects are taught via the unit method. In addition, there are tutoring services and extended day programs for the students. A vital link to community activities is the school's evening classes in adult education. In the first evaluation of the Markham

School (1967-68), a local achievement test was created in order to identify and measure development; the results indicate that the Markham students were on par with the control students. This evaluation, however, did not provide adequate controls for differences in socioeconomic status. The 1968-69 evaluation concluded tentatively that the Markham children were, on the whole, more disadvantaged in terms of home conditions than the control subjects. In addition, several of the tests used were found inadequate. The 1969-70 report concludes that Markham students were, on the average, more disadvantaged than control subjects. However, the relative average achievement of these Markham students appeared to be higher than that of their controls. (Author/JW)

ED 047 054

UD 011 219

Kiefer, Christie W. And Others

Biculturalism: Psychological Costs and Profits.

Langley Porter Neuropsychiatric Inst., San Francisco, Calif.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Nov 70

Note—21p.; Paper presented at a symposium on "Overseas Japanese," Annual Meeting of the American Anthropological Association, San Diego, Calif., November 1970

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Acculturation, *Biculturalism, *Cultural Awareness, Cultural Background, Culture Conflict, *Ethnic Groups, Foreign Culture, *Japanese Americans, *Minority Groups, Self Concept, Subculture

This essay on the psychological costs and profits of biculturalism attempts to clear away some of the confusion surrounding the concept of "ethnic identity" as it is applied to Americans of Japanese ancestry; and to suggest ways in which it might be used effectively—both in psychological research and in public education. In the course of a comparative study of aging and intergenerational relations among Japanese Americans, Mexican Americans, and Anglo-Americans in San Francisco, the authors developed the concepts discussed in this paper. The traditional culture (ancestral traditions in the country of origin) and the subculture (Japanese-American community culture) of the Japanese Americans are discussed. In addition, ethnic consciousness in relation to identity and self-image is explored. Particularly, differing attitudes toward the Japanese-American relocation during the war and other minority groups are examined. [Not available in hard copy due to marginal legibility of original document.] (Author/JW)

ED 047 055

24

UD 011 220

Pilon, Grace

The Measurement and Evaluation of the Mental, Academic and Personal-Social Development of Primary Students in Workshop Way Classrooms and in Non-Workshop Classrooms. Final Report.

Xavier Univ. of Louisiana, New Orleans.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-9-G-085

Pub Date Nov 70

Grant—OEG-7-9-280085-0131-(010)

Note—135p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Performance, *Disadvantaged Youth, Educationally Disadvantaged, Elementary Schools, *Elementary School Students, Individual Development, Mexican Americans, *Negro Students, Parent Participation, Phonics, *Program Evaluation, Social Development

Identifiers—Louisiana, New Orleans, *Workshop Way

In this program report, students from Workshop Way (WW) classrooms were compared with students who were not in the program to discover if WW students were progressing faster in academic and social development. The WW program operated in disadvantaged areas; it combined a special organizational plan of the social and physical features of a classroom with a homework plan, personality-phonics activities, parental involvement, and flexible scheduling. The research design included three experimental WW classrooms and two control classrooms for grades 1 and 2; the five classrooms were all in

ESEA Title I schools. Although all classrooms were in disadvantaged neighborhoods, one classroom was integrated—black, white, and Mexican-American. Objectives of the program were: (1) to discover a difference, if any, in the rate of mental, academic, and personal-social development on WW students and the control students; (2) to determine if WW students continue to progress at a different rate; and (3) to determine if there is any transfer of skills learned through in the program to other skills in the future. The subjects were given standardized pretests and post-tests in mental ability, achievement, and personal-social growth. In addition, observations of paired students were arranged. WW students were found to have progressed significantly better in mental and academic development; skills learned in the workshop were transferred. (Author/JW)

ED 047 056

UD 011 221

Sacks, Susan Riemer

Influence of Black Is Beautiful Program on Black Adolescents' Drawings and High Status Job Selections.

Pub Date Feb 71

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Junior High School Students, Negro Attitudes, *Negro Students, *Race Relations, *Racial Recognition, *Self Concept, Testing, Test Results

Identifiers—Black Is Beautiful Program

Drawings of men by black boys, collected Spring 1969 at two junior high schools—one with a Black Is Beautiful (BB) program, found twice as many (34 percent) black men drawn in BB school. Of 186 total drawings, 24 percent were unmistakably black, 263 "You" and "They" forms of the Choose-a-Man task being completed in the two schools along with 100 from North Carolina. Students themselves ("You") overwhelmingly hired black store managers from four photographs, varying from Caucasian to Negro. BB program students thought the store ("They") would select a black manager; non-program and North Carolina students thought a non-black would as frequently become manager. [Not available in hard copy due to marginal legibility of the original document.] (Author/RJ)

ED 047 057

UD 011 232

Petroni, Frank A. And Others

Two, Four, Six, Eight, When You Gonna Integrate?

Pub Date 70

Note—263p.

Available from—Behavioral Publications, 2852 Broadway at Morningside Heights, New York, N.Y. 10027 (\$6.95)

Document Not Available from EDRS.

Descriptors—*High School Students, Integration Effects, *Interviews, Mexican Americans, Negro Students, *Race Relations, Racial Attitudes, Racial Discrimination, *School Integration, *Social Integration

In this book, the social, psychological impact of attending an integrated high school is examined in a "case studies" approach. Students in the black "elite," the black militants, the white racists and conservatives, the hippies, and Mexican-Americans are included. The main body of the text consists of interviews, with comments by the authors. The wide range of topics includes discrimination by teachers and administrators, the generation gap in attitudes toward racial mixing, differences in the pattern of racial cleavage in various age groups, and the extent of "true integration." (Author/JW)

ED 047 058

UD 011 233

Draper, Arthur G., Ed.

Evaluation Report: ESEA Title I.

Saint Louis Public Schools, Mo.

Pub Date Nov 70

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Federal Aid, *Federal Programs, Lunch Programs, Multimedial Instruction, *Program Evaluation, Remedial Reading, Remedial Reading Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I Programs, Missouri, Saint Louis

This is an evaluation report of ESEA Title I programs in St. Louis, Missouri which maintains that despite the decline in funds, St. Louis' Title I children held their own. In 1970, these students scored about two months higher on achievement tests than they had in 1966. The fact that Title I students are not losing ground is considered a significant achievement. Each report included in this evaluation has two sections. The "Program Summary" section describes the objectives of the program and its basic procedures for achieving the objectives; it also summarizes the evaluation. The second section, the "Monitor's Report," is intended for readers with more interest in the details of the evaluation; it views the problems and progress of the project against the backdrop of the previous year's evaluation, and projects new priorities for the coming year. Some of the programs include: (1) addition of remedial teachers to elementary schools; (2) setting up multi-media study-learning resource centers; (3) making available cheap cold lunches; and, (4) opening of Lincoln Opportunity High School for students suspended from regular high school programs. [Because of the contrast on a few pages of the original document, information about the contact, number of participants, time, staff, and cost of the program given on these pages may not be as clearly legible as the rest of the document.] (Editor/JW)

ED 047 059

UD 011 238

Final Report of the Evaluation of the Benjamin Franklin Urban League Street Academy, ESEA Title I 1969-1970.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date [Jul 70]

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Programs, *Disadvantaged Youth, Dropout Prevention, Dropout Problems, *Dropout Programs, *Dropout Teaching, Educationally Disadvantaged, Federal Programs, *High School Students, Program Evaluation, Socially Disadvantaged, Tutoring, Vocational Education

Identifiers—Benjamin Franklin Street Academy, Elementary Secondary Education Act Title I Program, ESEA Title I Programs, New York, Urban League

The purpose of the Benjamin Franklin Urban League Street Academy Program is to help students stay in school, help dropouts to return to school, or help students enter the job market. The program was evaluated in three categories: East Side Cluster Service, summer enrichment, and educational programs. The major evaluation objectives were to determine whether participants in the education program continued their education and/or became successfully employed; and whether the participants exhibited self-confidence to achieve in educational settings. Methods of evaluation included information from interviews, school and employee records, and questionnaires. Over 78 percent of those who graduated from both phases of the Academy Program and 64 percent of those who left the Academy prior to graduation either continued their education and/or became successfully employed. The students tended to exhibit some hopelessness with regard to their futures, but in general saw education as valuable, and the Academy as a place where they were accepted by persons in whom they had confidence. The report concludes that the educational phases of the Street Academy are in accord with goals at a level far above what one would expect. (Author/JW)

ED 047 060

UD 011 240

Davis, Richard H.

Compensatory Education - A Calculated Cop-Out.

Pub Date 16 Oct 70

Note—5p.; Speech given before the Annual Convention of the Wisconsin Association of Collegiate Registrars and Admissions Officers, October 16, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, *College Admission, College Curriculum, *Compensatory Education, Compensatory Education Programs, Cultural Pluralism, Higher Education, Middle Class Culture, Middle Class Values, Minority Groups, Negro Students, Program Development, *Relevance (Education), *School Community Relationship, Spanish Speaking

As long as new programs based upon the compensatory model are advocated, and demands are made that the participants change to fit the programs, members of minority cultures will suffer. Suitable alternatives to existing school admissions criteria would stop defining students in terms of deficiencies, instead focusing upon the positive aspects of each student's experiences and integrating them into the curriculum. Further, admissions standards would be free of any taint of middle-class superiority. They would genuinely accept cultural diversity, building upon positive elements in the community involved. They would respect the community's unique aspirations, priorities, and values and would make the resources of the university available to minority individuals and communities, assisting them to develop positive solutions to their particular problems. They would contain no "a priori" assumptions about what skills are necessary to meet the needs of those minority communities. The author states that compensatory education is wrong, both morally and practically—morally, because it destroys children and cultures for no justifiable reason, and practically, because it wastes the potential productivity of talented people who are alienated by an inadequate educational system. (Author/JM)

ED 047 061

UD 011 241

Hestwood, Diana
First Year Evaluation IPI Mathematics Project,
Hall School 1969-1970.

Minneapolis Public Schools, Minn.

Pub Date Nov 70

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, *Changing Attitudes, *Compensatory Education Programs, Disadvantaged Youth, Educationally Disadvantaged, *Elementary School Mathematics, Elementary School Students, Federal Programs, *Mathematics Curriculum, Mathematics Instruction, Program Evaluation, Student Attitudes

Identifiers—*Elementary Secondary Education Act, ESEA Title I Programs, Minnesota, Project Individually Prescribed Instruction

A three-year Individually Prescribed Instruction (IPI) project in mathematics was initiated at Hall Elementary School in Minneapolis, September 1969, under ESEA Title I funding. Hall School is in a low income area of the city and nearly all children in the project were considered educationally disadvantaged. First year evaluation results show that students in the program made gains in mathematics equal to gains made by average students throughout the nation. When compared with students who were also below average in mathematics achievement, the Hall School students made better than expected gains. IPI students also made greater gains in mathematics than did students in three comparable Title I schools which were not on the IPI program. It was estimated that from 15 to 30 percent of the standardized test items were not related to the IPI curriculum and that as much as 75 percent of the IPI curriculum was not measured by these standardized tests. Reactions of teachers and teacher aides to the IPI project were generally favorable. Student preferences for mathematics rose. In grades two and three, mathematics was preferred over all other subjects including gymnasium and art, two subjects which initially had higher preferences. (Author/JM)

ED 047 062

UD 011 244

Hall, Vernon C. Mery, Michael

Research on Language Intervention for Disadvantaged Children: Rationale, Results, and Recommendations. Interpretive Study I.

New York State Education Dept., Albany. Div. of Research.

Report No.—BSCR-001-70

Pub Date Aug 70

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Compensatory Education Programs, *Disadvantaged Youth, Educational Diagnosis, Educational Practice, *Intervention, *Language Development, *Language Programs, *Language Research, Linguistic Performance, Linguistic Theory, Preschool Programs, Program Evaluation, Research Utilization, Speech Evaluation

This paper on intervention research critically reviews evaluations of experimental procedures designed to effect changes in the language

development of disadvantaged children. It includes a summary of intervention projects and survey of present knowledge and theory about language which constitute the rationale for such projects. Specific recommendations are made for the application of the findings in broader educational contexts. Although many educators agree that language is one specific area in which disadvantaged children need to catch up, they often disagree on the nature, importance, and antecedents of these deficiencies in language. The paper includes discussion of alternative views of language, methods of language assessment (language production, comprehension assessment, and standardized testing), a selective review of subcultural language differences, and a review of language intervention research (Project Head Start, Bereiter-Engelmann Program, etc.). In addition, the authors recommend specific educational practices. (Authors/JW)

ED 047 063

UD 011 245

Parkway Program.

Pub Date Jan 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Involvement, Educational Experiments, Educational Innovation, *Experimental Schools, High School Curriculum, High School Design, *High School Organization, *High Schools, High School Students, Program Development, School Community Programs, *School Community Relationship, Urban Schools

Identifiers—Parkway Program, Pennsylvania

The Parkway Program was designed to investigate the possibility that a high school could be organized independently of any fixed institutional facilities, whether these be a school building or a fixed faculty. One hundred and forty-three Philadelphia High School students were selected at random from among applicants representing all eight Philadelphia school districts, and the Program was committed to operate at a cost which would be equal to or less than the amount required to run a traditional school for a comparable number of students. The students were not graded, had no dress codes and few "rules"; in return they had to find their classrooms, their curriculum, and in some cases their teachers from among the plentiful resources of their urban community. The Program was given the task of trying to integrate school children with the life of the community, a life which under normal conditions they were not expected to enter until leaving school behind them—for although schools are supposed to prepare students for a life in the community, most schools so isolate students from the community that a functional understanding of how it works is considered impossible. (Author/JM)

ED 047 064

UD 011 246

Crane, Thomas

A Three Year Summary of Hartford Project Concern (a Program of Urban-Suburban Cooperation).

Connecticut State Dept. of Education, Hartford. Bureau of Compensatory and Community Educational Services.

Pub Date Oct 70

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Gains, Compensatory Education Programs, Educationally Disadvantaged, *Elementary School Students, *Inner City, Integration Effects, Program Evaluation, Reading Achievement, Reading Improvement, Secondary School Students, Social Development, *Student Placement, Suburban Schools

Identifiers—Connecticut, *Project Concern

This report is intended to provide new evidence dealing with the effectiveness of this educational program and should be used with data secured from other evaluation efforts. The study was not designed to demonstrate clear "cause and effect" relationships, is limited in its scope, and is not intended to be exhaustive in analyzing all factors operating in the project. The evidence from the study is considered to indicate the following: (1) Project Concern is bringing the children close to the reading levels of the overall population as this factor is measured by standardized test results; (2) Project Concern is most effective for children at the kindergarten and first grade level before reading deficits have occurred; (3) Project Concern children in the early grades

who have not experienced the isolated education of inner city schools are approximately at grade level or above in reading; (4) Project Concern reading success is related to the number of years children are in the project—there is a positive relationship between the number of years in the project and the reduction of reading deficits of the group; and, (5) Project Concern children achieve more in reading than similar children remaining in the validated schools of Hartford. (Author/JM)

ED 047 065

UD 011 247

Edwards, Harry

Black Students.

Pub Date 70

Note—234p.

Available from—Free Press, MacMillan Company, 866 Third Avenue, New York, N.Y. 10022 (\$2.45)

Document Not Available from EDRS.

Descriptors—*African American Studies, *Black Power, *Civil Rights, Colleges, Higher Education, *Negro Colleges, Negro Education, Negro History, *Negro Students, Negro Youth, Political Issues, Race Relations, Racial Discrimination, Racism

The black student revolt did not start with the highly publicized activities of the black students at San Francisco State College. The roots of the revolt lie deeply imbedded within the history and structure of the overall black liberation struggle in America. The beginnings of this revolt can be found in the students of Southern Negro colleges in the late 1950's and early 1960's. The central task of this book is to present the historical development of the black student movement: the factors underlying the emergence and waning of its various phases, the characteristics and philosophies of the movement's present participants, and, its possible future directions. Also discussed are: the estrangement of liberal white "allies" from the black student movement and the potential for future black-white coalitions, the relationships between black students and American colleges and universities, institutionalized racism in American education, and, the feasibility and legitimacy of developing functional and distinguishable black curricula throughout all levels of the American educational system. Discussion of the confrontation at Cornell between black students and the faculty and an appendix on black studies programs are also included. (Author/JW)

ED 047 066

UD 011 248

Winston, Eric V. A., Comp.

Directory of Urban Affairs Information and Research Centers.

Pub Date 70

Note—175p.

Available from—Scarecrow Press, Inc., Metuchen, N.J. (\$5.00)

Document Not Available from EDRS.

Descriptors—*City Problems, *Directories, Inner City, Research Directors, Research Projects, Urban Areas, *Urban Culture, *Urban Education, *Urbanization, Urban Schools

This directory of urban affairs information and research centers seeks to bring to the attention of urban researchers those organizations, agencies, and institutions which are actively involved in the eradication of current urban ills. Although most of the urban interest groups listed are research oriented, a great many are directly involved in local community governments and neighborhood groups. Nearly every organization questioned indicated that it would respond to legitimate requests for information from researchers. The information for this directory was compiled from questionnaires. An attempt has been made to list organizations conducting research in every aspect of the urban scene, from air pollution to zoning. The directory is divided into four parts; organizations are listed alphabetically, geographically by state, according to name of university or college affiliation, and according to subject matter. (Compiler/JW)

ED 047 067

24

UD 011 249

Powell, Blanche Ruth

Attitudes of Middle-Class Negroes Toward Segregation in Negro-White Relations. Final Report.

Saint John's Univ., Jamaica, N.Y.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-9-B-084

Pub Date Nov 70

Grant—OEG-2-9-420084-1053(010)
Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Caucasians, Civil Rights, Cultural Pluralism, Identification (Psychological), Integration Effects, Interviews, Majority Attitudes, *Middle Class, *Negro Attitudes, Negro Education, Negro Employment, Negro Housing, *Race Relations, *Racial Attitudes, School Integration, Social Attitudes, Socioeconomic Status

Identifiers—Harlem, *New York City, The Bronx

This study documents the racial attitudes and desires of middle class Negroes in greater New York City area, and explores integration versus separatism preference in the areas of schools, employment, housing, and social relationships. Middle socioeconomic status adults aged 30-55 and comprising samples of 100 each in the Bronx and Harlem were interviewed; most respondents were born in the South but had been living in New York for many years. The groups were somewhat different demographically, that from Harlem being slightly higher in financial and educational attainment. Relating to employment, housing, and schools, data for both groups showed a firm commitment to integration; in the area of close personal primary group social relationships, however, there was a desire for contacts on a single race basis almost exclusively. Responses showed a great awareness of current racial problems but little activity in civil-rights groups. In the acceptance level of whites by Negroes, there was a downhill trend verbalized relating to the past five years. The study findings are considered to indicate a shift in goals from the integrationist views current in 1957; both lower-class and middle-class Negroes displayed a pride in being black and a strong wish to maintain an ethnic identity. A system of cultural pluralism, a pattern held to be already in force with most other groups, is contended to be the goal orientation of blacks. (Author/RJ)

ED 047 068

UD 011 250

Evaluating Compensatory Education Accountability.

Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [71]

Note—21p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Compensatory Education Programs, *Educational Accountability, Educational Objectives, Educational Problems, Educational Testing, Evaluation Criteria, *Federal Programs, *Program Evaluation, Relevance (Education), Standardized Tests, Teacher Attitudes

Identifiers—Elementary Secondary Education Title I Program, ESEA Title I Programs, *Maryland

This booklet comprises excerpts from the proceedings of a conference held in Maryland to explore the related themes of accountability and the evaluation of compensatory education. Participants at the conference were administrators, teachers, aides, and parents who met in small-group work sessions. The conference is judged to have succeeded in stimulating exchanges of ideas and self-examination. In addition, several key concepts are considered to have merged as continuous themes, which should be, it is held, taken into consideration in the design of any ESEA Title I program of compensatory education: (1) basic academic skills, with an emphasis on reading and language arts, must be the focus of Title I programs; (2) the trend in compensatory education programs for the disadvantaged is toward prevention of problems rather than remediation of long-entrenched problems; (3) a comprehensive assessment of the needs of the disadvantaged is essential in preparing Title I projects; (4) the key to meaningful evaluation is in the statement of the project's objectives; and (5) evaluation instruments to be used to measure the effects of the project should be expressly and specifically related to the stated objectives and activities of a project. [Because of the poor contrast between the type and the colored pages of the original document, several pages will not be clearly legible in microfilm and hard copy reproduction.] (Author/RJ)

ED 047 069

08

UD 011 251

Howard, Lawrence And Others

Barriers to Employability of Non-White Workers. Final Report.

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2410

Pub Date Oct 69

Grant—OEG-3-6-062410-1991

Note—474p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Black Community, Discriminatory Attitudes (Social), Educational Problems, Employment Problems, *Equal Education, *Equal Opportunities (Jobs), Majority Attitudes, Negro Attitudes, Negro Stereotypes, Negro Youth, Public Education, *Race Relations, Racial Attitudes, Racial Discrimination, Research Methodology, Self Concept

Identifiers—*Milwaukee, Voluntary Equal Employment Opportunity Council, Wisconsin

This study is an attempt to examine barriers to employment and educational opportunity for black Americans in situations where social justice might be thought to prevail, the authors electing to investigate racial attitudes and behavior in Milwaukee, Wisconsin. Attention is focused on youth, public schools, and Milwaukee Voluntary Equal Employment Opportunity Council firms; ideas that blacks and whites have about themselves and each other are explored. The major hypothesis is that educators, social scientists, and businessmen will conceptualize racial problems in a way that: (1) makes blacks responsible for their inferior and disenfranchised position in society; and (2) leads to the proposal of "solutions" to social problems that cannot possibly be implemented and has no relationship to existing institutions. Chapter II provides a general description of Milwaukee and a detailed account of employment and educational problems of blacks. Chapter III discusses the problems of the study and hypotheses developed. Chapter IV describes the design and methodology of the study. Chapter V and VI report on the barriers to equal employment opportunities. Chapter VII describes the effort to develop a plausible educational alternative that confronts barriers to employment. Chapter VIII is a summary of findings, which are considered to have confirmed the major hypothesis. [Appendix B may not be clearly legible in hard copy reproduction.] (Author/RJ)

ED 047 070

UD 011 269

Borth, Audrey M.

Achievement in Two School Cultures.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 5 Feb 71

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, Educational Objectives, Elementary Schools, Lower Class Students, Middle Class, Psychological Patterns, *Psychological Studies, *Socialization, *Student Role, *Success Factors, Urban Schools

The purpose of the study was to assess non-intellective correlates of achievement in a lower-class, all black, urban elementary school. These students were compared with a University school population which was different in many dimensions. There were residual similarities relative to the general role of the elementary school student. In neither case were the attributes of the student role consistent with the achievement goals of the schools. The school in today's society seems to be uniformly successful in teaching self-abnegation, dependency, deference, endurance, and passivity; and far less successful in training values and behaviors instrumental to the attainment of high levels of accomplishment. (Author/DM)

ED 047 071

UD 011 270

Uselmann, Michael S.

The Effectiveness of Three Classes of Reinforcers on the Performance of Children from Low Income Families.

Pub Date Feb 71

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Culturally Disadvantaged, Developmental Psychology, *Low Income Groups,

*Preschool Children, Psychological Studies, Racial Factors, *Reinforcement, *Reinforcers, *Sex Differences, Socioeconomic Influences

The focus of this study was to determine whether significant differences existed in reward preference in a learning task among preschool children from low income families. There were no statistically significant effects, and no clearcut differences between preferences for material, verbal, or physical reinforcement. It was concluded that the variable is not in the socioeconomic status factor alone. Further research studies should be designed to examine the variables of age, sex, familiar figure as reinforcer, race, and developmental level of children. (Author/DM)

ED 047 072

UD 011 271

Lara-Braud, Jorge

Bilingualism for Texas: Education for Fraternity.

Pub Date Oct 70

Note—21p.; Paper prepared at the request of the Division of Education of the Texas Conference of Churches

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, *Cultural Background, Cultural Factors, *Cultural Interrelationships, Culture Conflict, Government Role, Spanish Americans, *Spanish Culture, *Spanish Speaking

This paper documents the racial and cultural diversity of the Southwestern United States, with emphasis on the persistence of Spanish language and culture. A historical review reveals the human realities underlying the confluence of Spanish and English in this region of the country. Four prevalent misconceptions of the effects of bilingualism are explored and corrected, and bilingual education is defined. In pointing out the need for increased bilingual education, the government role as a measure of commitment to this goal is examined. (Author/DM)

ED 047 073

UD 011 277

The Failure of Academic High Schools in New York City.

Brooklyn Education Task Force, N.Y.

Pub Date Dec 70

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Education, College Preparation, Ethnic Groups, *High Schools, *Negro Students, Public Education, Public Schools, *Public School Systems, Puerto Ricans

Identifiers—Brooklyn Education Task Force, College Bound Program, *New York City

This report on the performance of academic high schools in New York City attempts to evaluate the public schools. It is pointed out that on a citywide basis, less than one out of two high school graduates receives an academic diploma. Predominantly black, predominantly Puerto Rican, and predominantly white schools share the failures. Apparently, dangerous overcrowding in most high schools does not seem to have a direct correlation with academic achievement; schools ranking among the highest in performance are among the most overcrowded, and schools ranking among the lowest in performance are among the most underutilized. In addition, "ethnic" schools, the academic diploma, and the situation in each city borough are discussed. Also discussed is the College Bound program. Tables of statistics on percentage of academic diplomas granted in 1969-70 and ethnic enrollment in each borough are included. (Author/JW)

ED 047 074

UD 011 282

Duff, William L., Jr. And Others

Teacher Retention and Student Performance in the Inner-Urban Elementary School.

Pub Date Feb 71

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Academic Performance, *Data Analysis, *Elementary Schools, *Teacher Employment, *Urban Education

The objective of this study is to identify the correlates of student performance and teacher retention in an inner city elementary school district, in order to provide administrators with information. The study is divided into two parts. In the first, the authors are concerned with describing the inner urban school system. The data to be

analyzed are presented, and classical regression techniques are used to specify the three basic teacher retention and student performance models. In the second section, the data are further analyzed in terms of the unique contribution of a priori specified subsets of predictor variables. In addition, a comparison of a principal component regression approach to the a priori grouping of predictors was used in the unique analysis. [Not available in hard copy due to marginal legibility of original document.] (Author/JW)

ED 047 075

UD 011 283

Olsen, Henry D.

The Effect of Compensatory Education upon the Self-Concept of Academic Ability, Significant Others, and Academic Significant Others of Black and White Pre-College Students.

Pub Date Feb 71

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Ability, *Compensatory Education, *Negro Students, *Negro Youth, *Self Concept

This research utilizes Brookover's social-psychological theory of learning by evaluating the level and/or change in self-concept-of-academic ability, significant others, and academic significant others of 121 black and white compensatory education students. As a result of exposure to compensatory education there was a significant positive change in self-concept-of-academic ability for compensatory education students in general, as well as for blacks and whites. Males and females also had a significant positive change. The students identified parents, teachers, relatives, friends, offspring, spouse, and themselves as significant and academic significant others. There were significant changes in offspring, friends, teachers, spouse, and themselves as significant others, and themselves, spouse, offspring, and relatives as academic significant others as a result of compensatory education. (Author)

ED 047 076

UD 011 284

Walberg, Herbert J.

An Evaluation of an Urban-Suburban School Bussing Program: Student Achievement and Perception of Class Learning Environments.

Pub Date Feb 71

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Bus Transportation, *Integration Effects, *Integration Studies, Program Evaluation, *School Integration, Social Environment

Identifiers—METCO, *Metropolitan Council on Educational Opportunity

This report is part of the evaluation of a program—Metropolitan Council on Educational Opportunity (METCO)—for the academic year 1968-69, which provides screening, placement, and busing services for Negro children from predominantly Negro schools in Boston to predominantly white schools in the surrounding suburbs. In this evaluation, METCO and non-random control children were tested close to the beginning and the end of the academic year, a unique feature of this evaluation being the use of siblings of the bused children as the control group; each control child selected was matched as closely as possible on age. With the exception that METCO children gained significantly less than the siblings on mathematics achievement at grade 5-6, there are no significant differences in performance between the two groups from grade 2-12. On a measure of the social environment of the classroom given at grades 3-4 and 5-6, the METCO children perceived their classes as more satisfying; METCO children in grades 5-6 also saw their classes as less difficult and competitive, and as having less friction. The evaluation concludes that school busing programs are a small step in the right direction, but may be doing too little too late. (Author/JW)

ED 047 077

UD 011 285

Tuckman, Bruce W. Bierman, Milton
Beyond Pygmalion: Galatea in the Schools.
Pub Date Feb 71

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Grouping, *Academic Achievement, Attendance, Grouping Procedures, *High School Students, *Junior High School Students, *Negro Students, Self Esteem, Self Evaluation, Student Attitudes, Student Motivation, Student Teacher Relationship, Suburban Schools, Suburban Youth, Teacher Influence

Identifiers—New Jersey

The effect of a major success-failure symbol in the school and source of both teacher and student expectations—homogeneous ability-grouping—was studied via a true experiment. Four hundred and twenty-one black high school and junior high school students in a suburban-city school system were arbitrarily and without fanfare moved up to the next higher ability group while 384 comparable students were retained in their assigned groups as controls. Of those moved up, 54 percent were subsequently recommended by their teachers for the higher group as compared to one percent of the controls. Experimentals also achieved higher scores on standardized achievement tests. Thus, grouping assignment was shown to affect teacher expectations and student performance. (Author/JM)

ED 047 078

UD 011 286

Dispenzieri, Angelo And Others

An Overview of Longitudinal Findings on a Special College Program for Disadvantaged Students.

Pub Date Feb 71

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Preparation, College Programs, College Students, *Compensatory Education Programs, *Disadvantaged Youth, *Higher Education, *Longitudinal Studies, Low Income, Negro Students, Puerto Ricans, Spanish Speaking, Special Programs

Identifiers—City University of New York, College Discovery Program, New York

Research findings are presented on five and one-half years operation of a special college program for disadvantaged students (mainly black and Puerto Rican), with remediation, counseling, tutoring, and stipends as principal supportive services. Initially very selective, the program subsequently reduced academic admission standards; most recent students have non-academic backgrounds with demonstrably poorer graduation rates. One-third of entering students graduated from community college, and two-thirds withdrew; nearly all graduates continued at senior college and most graduated. Most drop-outs took clerical or other jobs and many continued in evening classes but generally did not graduate from community college, despite high educational and occupational aspirations. They withdrew because of motivational, family, personal, and financial problems or unsatisfactory college placement; they studied much less than survivors. Early college performance was considerably improved for students taking half the normal credit load and two remedial courses. (Authors/JM)

ED 047 079

UD 011 287

Tocco, T. Salvatore Bridges, Charles M., Jr.
Mother-Child Self-Concept Transmission in Florida Model Follow Through Participants.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 71

Grant—OEG-0-8-522394-3991(100)

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, Economically Disadvantaged, *Elementary School Students, Home Visits, *Intervention, *Kindergarten Children, Mothers, Negro Students, *Parent Child Relationship, *Self Concept

Identifiers—Childrens Self Social Constructs Test, Florida, Follow Through Program, How I See Myself Scale, Social Reaction Inventory

The purpose of this study was to: (1) examine the relationship of mothers' self-concept measures to children's self concept-measures; (2) analyze change in self-concept measures of chil-

dren as a function of initial (beginning of school year) self-concept measures of mothers; and, (3) analyze change in self-concept measures of children as a function of change in self-concept measures of mothers. Self-concept measures were collected on 323 deprived mothers and their children. Canonical and factor analyses indicated that self-concept measures of mothers are related to self-concept measures of their children; and that beginning of school year self-concept measures of mothers are related to change scores of their children over the school year. The latter relationship appears to have practical as well as statistical significance. Prior research suggests that even in relatively standardized achievement data the correlation between status and growth appears to be about 0.10. Hence the figure of 0.307 between status and growth appears substantial. (Authors/JM)

ED 047 080

UD 011 288

Brown, Bernard Franklin

A Study of the Operation and Effects of Selected Title I Programs.

Pub Date 69

Note—111p.; A Doctor of Education thesis submitted to Department of Elementary and Special Education, Michigan State University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classroom Techniques, Curriculum Development, Educational Objectives, *Elementary School Curriculum, *Elementary School Teachers, Federal Programs, Perception, Policy Formation, Program Evaluation, *Program Planning, *Teacher Participation, Teaching Experience, Teaching Methods

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I Programs, Michigan

The purpose of this study was to investigate the operation and effects of Title I ESEA programs operative in selected school districts in Michigan in relation to change in their respective elementary curricula as perceived by elementary school teachers. A total of 87 teachers took part. A questionnaire was developed and administered. In addition, data were collected from the summaries of Title I programs submitted by the local district to the Michigan State Department of Education. Analysis of the data suggested the following. Teachers perceived themselves as having a small part in the preparation of the Title I proposal in their districts. Approximately three-fourths of the teachers were unable to identify the person or persons responsible for determining the goals of the Title I programs in their districts. Teacher knowledge of the goals of the Title I program by grade level varied by groups. However, approximately one-half of the total sample did not know the goals for their own grade level. A majority of the teachers in the sample stated they had not changed their classroom teaching methods because of the Title I program in their district. A former Title I program in a school district is not financed locally if Federal funds are withdrawn. (Author/JM)

ED 047 081

UD 011 294

Understanding School Desegregation.

Commission on Civil Rights, Washington, D.C.

Pub Date 71

Note—12p.

Available from—U.S. Commission on Civil Rights, Washington, D. C. 20425 (Distributed free)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bus Transportation, Civil Rights, Defacto Segregation, Dejure Segregation, *Educational History, Educational Quality, *Equal Education, Equal Protection, *Integration Litigation, Neighborhood School Policy, *School Integration, School Segregation, Supreme Court Litigation, *United States History

Identifiers—Commission On Civil Rights

The great progress of recent years towards school integration has not been uniform: pockets of resistance remain and the issues involved in school desegregation continue to arouse public controversy and confusion. Sixteen years after the Supreme Court (in *Brown vs Topeka*) had ruled that school segregation compelled or sanctioned by law unconstitutional, there is still no widespread understanding of the nature and scope of the issues. The Civil Rights Commission believes that public understanding of the issues involved in school desegregation is essential if

they are to be resolved satisfactorily. Many of these issues are legal in nature and require careful analysis of relevant court decisions. Other issues involve practical questions concerning the quality of education afforded to the Nation's children. Still others relate to fundamental human and moral questions of national conscience. The Commission speaks out in the hope that it can shed light on the issues and, by so doing, contribute to their successful resolution. The issue of school desegregation, like other issues of national concern, has roots deep in history; to understand fully the present situation and to form a sound basis for determining courses of action for the future, what that history has been must first be understood. (Authors/JM)

ED 047 082 24 UD 011 320
Klein, Edward B. Gould, Laurence J.

Evaluation of the Yale Summer High School: An Experimental Demonstration Program of Compensatory Education for Disadvantaged High School Students—A Two Year Follow Up and Evaluation. Final Report.

Yale Univ., New Haven, Conn.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-1761
Pub Date 15 Dec 70
Grant—OEG-1-7-061761-2809
Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Background, College Attendance, *Compensatory Education, Control Groups, *Culturally Disadvantaged, Demonstration Programs, Experimental Groups, Experimental Programs, Followup Studies, *High School Students, Intellectual Development, Intervention, Matched Groups, Performance Factors, Personality Tests, *Program Evaluation, Underachievers

Identifiers—Connecticut, New Haven, *Yale Summer High School

The Yale Summer High School (YSHS) is an experimental program addressed to the development of high-potential, underachieving students from disadvantaged backgrounds. To evaluate the long-term effectiveness of the intervention, an experimental design including random selection of samples, two control groups (one matched for a test of generalization, and the other not so matched), and two year follow-up procedures were instituted. The initial testing of all groups included personality, intellectual, and background factors. The follow-up involved school performance, college attendance, and other plans. The major results were as follows: the matched control group demonstrated similar career patterns to the YSHS; and the non-matched group attended college less often, going on to technical school, work, and military service. The experimental design and long term evaluation is considered to lead to the following conclusions: (1) there were no appreciable differences between the experimental and matched control groups; (2) utilization of only the non-matched though highly selected group would have led to an over-estimation of the effectiveness of the YSHS program; and, (3) since equally outstanding students did as well as those who attended, such programs might better address themselves to the students who have been ignored by the local public schools and who might be the greatest beneficiaries of innovative educational endeavors. (Authors/RJ)

VT

ED 047 083 24 VT 011 613
Miller, Aaron J. Gillie, Angelo C.

A Suggested Guide for Post-Secondary Vocational and Technical Education. Leadership Training Series No. 29.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-7-0158
Pub Date Sep 70
Grant—OEG-3-7-000158-2037
Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Annotated Bibliographies, Conferences, Guidelines,

Leadership Training, *Post Secondary Education, Program Administration, *Program Development, Resource Guides, *Technical Education, *Vocational Education

This program guide was written for the informed layman, educator, or educational administrator who may have some present or future responsibility for the administration of postsecondary and technical education programs. It is designed to provide some general suggested guidelines and administrative considerations for the development of new occupational education programs. Ideas for this guide were based upon comments and recommendations of specially qualified national consultants and special discussion groups of experienced administrators who took part in the national conference held in San Antonio, Texas in 1969. The six chapters cover: (1) People and Communities Now Served, (2) People to Be Served, (3) Instructional and Related Staff Development, (4) Administrative and Supervisory Staff, (5) Dynamic Administration Patterns for Post-Secondary Programs, and (6) Coordination of Vocational and Technical Education. A brief annotated bibliography is appended. (Author/JS)

ED 047 084 VT 011 838

Eshelby, Don

Bibliography of Business and Office Education Documents as Listed in Abstracts of Instructional Materials in Vocational and Technical Education (AIM) Fall 1967 to Fall 1969.

North Dakota Univ., Grand Forks. Vocational Education Research Information Center.
Pub Date [70]
Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Business Education, Curriculum Planning, *Educational Research, *Instructional Materials, Program Development, Program Planning, *Resource Materials

This bibliography presents approximately 125 citations pertaining to business and office education, which were drawn from "Abstracts of Instructional Materials" (AIM), Fall 1967 to Fall 1969. AIM is the quarterly publication which announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. Arranged in numerical order by accession number, the entries in the bibliography include author, title, date, number of pages, availability information, and the issue of AIM in which a brief abstract appears. Business educators should find this bibliography helpful in planning, developing, and improving programs of instruction. (JS)

ED 047 085 VT 011 839

Eshelby, Don

Bibliography of Agricultural Education Documents as Listed in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Fall 1967 to Fall 1969.

North Dakota Univ., Grand Forks. Vocational Education Research Information Center.
Pub Date Jul 70
Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, *Bibliographies, Curriculum Planning, *Educational Research, *Instructional Materials, Program Development, Program Planning, *Resource Materials

This bibliography presents approximately 530 citations of instructional materials pertaining to areas of agricultural education which were drawn from "Abstracts of Instructional Materials" (AIM), Fall 1967 to Fall 1969. AIM is the quarterly publication which announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. Individual entries in the bibliography include title, author, date, number of pages, availability information, and the issue of AIM in which a brief abstract appears. Ordering instructions are included for the listed document. (GB)

ED 047 086 VT 011 840

Eshelby, Don

Bibliography of Distributive Education Documents as Listed in Abstracts of Instructional Materials

in Vocational and Technical Education (AIM) Fall, 1967 to Fall, 1969.

North Dakota Univ., Grand Forks. Vocational Education Research Information Center.
Pub Date Jun 70

Note—27p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Curriculum Planning, *Distributive Education, *Educational Research, *Instructional Materials, Merchandising, Program Development, Program Planning, *Resource Materials, Retailing

This bibliography presents approximately 170 citations of instructional materials pertaining to distributive education areas such as retailing, job analysis, and curriculum development. The entries were compiled from "Abstracts of Instructional Materials" (AIM) Fall 1967, to Fall 1969. AIM is the quarterly publication which announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. Arranged in numerical order by accession number, the entries include author, title, date, number of pages, availability information, and the issue of AIM in which a brief abstract appears. Ordering instructions are included. (JS)

ED 047 087 VT 011 997

Public Relations in Distributive Education. Report of the Committee on Public Relations of the National Conference on Distributive Education (Washington, D.C., May 3-14, 1948).

Council for Distributive Teacher Education.
Report No.—CDTE-Prof-Bull-17
Pub Date Jul 69
Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Distributive Education, Guidelines, *Manuals, *Program Coordination, *Program Planning, *Public Relations, Resource Materials

This report of the Committee on Public Relations was developed as a result of the National Conference on Distributive Education held in Washington, D.C. in 1948. Included are general considerations and a complete plan for public relations and promotion including a suggested schedule and followup activities. The manual was intended to be a reservoir of information in distributive education public relations, useful for local personnel, for professional staff members in state departments of education and the Office of Education, and for the training of teachers and other personnel in the methods and procedures of initiating and developing a planned program of effective public relations. A companion document is available as ED 022 041. (JS)

ED 047 088 VT 011 998

Eshelby, Don

Bibliography of Industrial Arts Education Documents as Listed in Abstracts of Instructional Materials in Vocational and Technical Education (AIM) Fall, 1967 to Fall 1969.

North Dakota Univ., Grand Forks. Vocational Education Research Information Center.
Pub Date Sep 70
Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Curriculum Planning, *Educational Research, *Industrial Arts, *Instructional Materials, Program Development, Program Planning, *Resource Materials

This bibliography presents approximately 80 citations of instructional materials pertaining to industrial arts. The entries were compiled from "Abstracts of Instructional Materials" (AIM) from Fall 1967 to Fall 1969. AIM is the quarterly publication which announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. Arranged in numerical order by accession number, entries include title, name of author or organization, date, number of pages, availability information, and the issue of AIM in which a brief abstract appears. Ordering instructions are included. (GR)

ED 047 089 VT 012 022

The Integration of Learning Through the Solution of Correlating Problems.

Central Michigan Univ., Mount Pleasant.
Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 67

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bachelors Degrees, Educational Objectives, *Industrial Arts Teachers, Industrial Education, *Interdisciplinary Approach, Learning Activities, *Problem Solving, *Program Descriptions, Teacher Certification, *Teacher Education

This report describes a 2-semester interdepartmental sequence which is one phase of an innovative 5-year program leading to a bachelor's degree and certification as a teacher of industrial education. During this first phase, the prospective teacher is expected to gain understandings, build attitudes, and develop special abilities needed as a teacher in a new program for industrially directed youth. The sequence consists of 4 semester hours each of general chemistry and physics as well as 6 semester hours each of mathematics, English with a major emphasis upon technical communication, and industrial education with a major emphasis upon the basic materials (woods and metals), processes, and products of modern industry. Instruction is cooperatively planned and directed by a team of four teachers, each representing a different discipline, and instructional approaches include independent study, a close association with industry, and solution of a series of correlating problems in which students solve problems requiring knowledge in two or more disciplines. Objectives and instructional outlines for 10 correlating problems are provided, and supplementary materials are appended. (SB)

ED 047 090

VT 012 076

Proceedings of the National Clinic on Technical Education (Miami Beach, Florida, April 22-24, 1970).

Spons Agency—American Technical Education Association, Inc., Delmar, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date Apr 70

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Advisory Committees, *Conference Reports, *Cooperative Education, Curriculum Development, *Educational Finance, *Educational Research, Federal Legislation, Health Education, Manpower Needs, Post Secondary Education, Program Development, *Technical Education

The national focus on occupational education highlights the responsibility of education to provide programs relevant to the needs of society. Representatives from 42 states and three foreign countries heard 13 presentations on such subjects as finance, research, advisory committees, health programs, and cooperative education. These presentations were: (1) "The Amended Vocational Act in Action" by L. Minear, (2) "Dynamics of Technical Education" by J. Dobrovolsky, (3) "Training Technicians in Allied Health Post-Secondary Programs" by R. Kuhl, (4) "Research in Technical Education Development of Generalizable Educational Programs in Emerging Technologies" by A. Nelson, (5) "Co-op Programs in Occupational Education" by L. Egan, (6) "Tomorrow's Technology Today" by M. L. Jones, (7) "The Use of the State Advisory Council as Delegated by the '68 Act" by J. Clary, (8) "Accreditation, Licensure and Registry in the Field of Allied Health and Medical Technology Programs" by K. Skaggs, (9) "Occupational Education in the Private Sector" by A. H. Belitsky, (10) "Student Recruitment in Occupational Education" by S. J. Fantl, (11) "The Technician—How Much Mathematics" by F. Juszi, (12) "A Developmental Concept of Vocational Education" by G. Bottoms, and (13) "Preparing Supportive Personnel for New and Emerging Technologies" by W. Brooking. (JS)

ED 047 091

VT 012 142

A Selected List of Books and Periodicals for Agricultural Education and Training in Africa. United Nations Food and Agriculture Organization, Rome (Italy).

Pub Date 68

Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agricultural Education, Agriculture, *Bibliographies, *Educational Research, Foreign Countries, *Instructional Materials, *Resource Materials

Identifiers—*Africa

Prepared by the Food and Agriculture Organization of the United Nations, this bibliography of books and pamphlets on the agricultural sciences and related subjects for agricultural education and training in Africa is classified in broad subject area groups. Each item includes author, title, place of publication, publisher, publication date, price, and a grading symbol indicating advanced or intermediate standard. (GB)

ED 047 092

VT 012 153

FEC Bibliography—A Reference Listing of Electrification Education Programs and Materials. Farm Electrification Council, Oakbrook, Ill.

Note—55p.

Available from—Farm Electrification Council, Box 1008, Oak Brook, Illinois 60523 (3.75, or free from state farm electrification councils)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Education, *Bibliographies, *Electricity, Instructional Aids, *Resource Materials, Trade and Industrial Education, Vocational Agriculture, *Vocational Education, Youth Clubs

Identifiers—*Four H Club Electric Project

Intended as a helpful bibliography of electrification teaching materials, this book was prepared by the Farm Electrification Council. The teaching materials listed are prepared for specific purposes and areas of instruction such as vocational agriculture, technical occupations, trade and industry, and 4-H Club Electric Project work. Titles, personal and institutional authors, page count, date, cost, grade level, and addresses are included for the more than 400 course outlines, guides, texts, manuals, bulletins, and visual aids. The educational levels are identified as primary school, secondary school and postsecondary school. (GB)

ED 047 093

VT 012 158

Guidelines for Conducting Periodic Follow-Up Studies in the VTAE System.

Pub Date 70

Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Guides, Dropout Research, Educational Research, *Followup Studies, Graduate Surveys, *Guidelines, Measurement Instruments, *Program Evaluation, *Research Methodology, *Research Tools, Technical Education, Vocational Education

Followup is a process by which an educational institution seeks to determine how effectively it is meeting the current and future needs of those it serves. Various research, administrative and student personnel at district and state levels help develop these guidelines, which are intended to give assistance to vocational, technical, and adult education districts in conducting followup studies of applicants and former students by providing sets of instruments, procedures for using them, recommendations for preparing reports, and suggestions for implementing the findings. Material in this guide is divided into sections covering: (1) Conceptual Framework, (2) Principles of Followup Studies, (3) Administration, (4) Drop-Out Followup Study, (5) Six Months Followup Study, (6) Two and One-Half Year Followup Study, (7) Five and One-Half Year Followup Study, (8) Ten and One-Half Followup Study, (9) Special Optional Followup Study, and (10) Summary. Mention is also made of certain administrative concerns and costs of doing such a study. (JS)

ED 047 094

VT 012 246

Grinker, William J. And Others
Climbing the Job Ladder: A Study of Employee Advancement in Eleven Industries.

Shelly (E.F.) and Co., New York, N.Y.
Spons Agency—American Foundation on Automation and Employment, Inc., New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date 70

Note—269p.

Available from—E.F. Shelley and Company, Inc., 415 Madison Avenue, New York, New York 10017 (\$6.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Blue Collar Occupations, *Career Opportunities, Employment Opportunities, Entry Workers, Inplant Programs, Job Development, Labor Turnover, *Manpower Utilization, *Occupational Mobility, On the Job Training, *Promotion (Occupational), Technological Advancement

In order to measure the degree of upward mobility among nonsupervisory workers in private industry, a study was made of 11 major service, manufacturing, and retail sales industries. That investigation, which stressed the opportunities available to the average worker with normal motivation, is reviewed both in general and by industry in this report. The 11 industries selected provide a representative cross section of both industries and occupations. The study found that despite great disparity in upgrading and training opportunities among the 11 industries, both management and employees in the industries which lack the potential for upgrading are apathetic about improvement. The report concludes that outside impetus will be necessary to change these industries. (BH)

ED 047 095

VT 012 269

Ebey, George W. And Others

An Evaluation of 1970 Summer Work-Study Programs.

URS Research Co., San Mateo, Calif.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date Nov 70

Note—68p.

Available from—URS Research Company, 155 Bovet Road, San Mateo, California 94402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Minority Groups, *Program Evaluation, *Seasonal Employment, *Secondary School Students, *State Programs, *Work Study Programs, Youth Employment

Identifiers—*California

This summer work-study program enrolled 1,163, high school students from eight urban school districts. In order to evaluate the program, 240 interviews were held with students, teachers, teacher aides, work supervisors, project coordinators, and district general administrators. Reactions by all groups were enthusiastic, with the major complaints involving the need for expansion of the program. There was general agreement that this program was better than either of the two previous programs, despite a drop in enrollment. Recommendations were made for: (1) providing ongoing programs, (2) early funding to assure effective planning, (3) relaxing age requirements, (4) extending programs to reach all high school students, (5) improving communications between districts, (6) extending the work portion of the program to commercial organizations, and (7) holding a conference to plan a continuing year-round program. (BH)

ED 047 096

VT 012 303

Knopf, Lucille And Others

Practical Nurses Five Years After Graduation.

Nurse Career-Pattern Study.

National League for Nursing, New York, N.Y.

Spons Agency—Esso Education Foundation.

Report No.—Pub-19-1399

Pub Date 70

Note—84p.

Available from—National League for Nursing, 10 Columbus Circle, New York, N.Y. 10019 (Pub No. 19-1339, \$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Age, Children, *Employment Patterns, *Graduate Surveys, *Health Occupations Education, Labor Force, Labor Force Nonparticipants, Longitudinal Studies, Marital Status, Occupational Choice, *Practical Nurses, *Vocational Followup

To provide descriptive data of practical nursing manpower and develop hypotheses based on significant relationships between responses on the questionnaires, the National League for Nursing undertook a longitudinal study of men and women who entered nursing school in the fall of 1962. Data were obtained by a series of questionnaires which had been completed at entrance to the program, upon graduation, and 1 year and 5 years after graduation. Though data from previous surveys are summarized, the main portion of the report concerns the findings 5 years after graduation. Age, marital status, and number of children were found to be closely related to the working status of those respondents who remained in the work force after 5 years. It would appear that the younger participants were at entrance, the more likely they were to withdraw from the work force during the 5 years after graduation. Family income reported by entering students was statistically related to working

170 Document Resumes

status, with the youngest group at entrance coming from families with higher incomes. The social index and working status of the husband were also related to the wife's employment. Recommendations are provided, and a discussion of the methodology and sample questionnaire are appended. A related report is available as ED 026 510. (SB)

ED 047 097 VT 012 315
Career Ladders in Environmental Health.
Erie Community Coll., Buffalo, N.Y.
Spons Agency—New York State Education Dept., Albany.
Pub Date [70]
Note—153p.

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—Associate Degrees, Bachelors Degrees, Career Choice, Career Planning, *Course Descriptions, *Environmental Education, Health Occupations Education, *Occupational Mobility, *Post Secondary Education, *Program Administration
Identifiers—*Career Ladders

These career ladders, developed by state, federal, county, and college personnel, have been designed to enable postsecondary students to prepare for entrance into environmental health occupations at a level commensurate with their abilities where they will be capable of meaningful contributions and can obtain advanced standing in employment. Program descriptions are provided for: (1) environmental aide, a 12-month course for the pre-community college, high school graduate which includes field work, basic skills, laboratory skills, and academic development, (2) associate degree program in chemical technology or environmental science, and (3) baccalaureate program in environmental sciences technology, which is designed to enable the community college graduate in environmental science to continue to specialize. Course outlines, consisting of main topics, number of lecture periods, objectives, and other information, are provided for the environmental aide and associate degree programs, while prerequisite and completion credits are listed for the baccalaureate program. A bibliography is included. (SB)

ED 047 098 VT 012 322
Man-Education-Work Conferences.
Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
Pub Date Feb 70
Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Conference Reports, Disadvantaged Groups, Educational Administration, Educational Finance, Educational Programs, Federal Legislation, General Education, Interagency Coordination, Manpower Development, *Program Coordination, *Public Support, *School Industry Relationship, *School Role, *Vocational Education
Identifiers—Vocational Education Act of 1968

The Advisory Council on Vocational Education in 1968 issued a report on program implementation and goal achievement in vocational education. Six regional conferences and a summary conference were held in the fall of 1968 to evaluate that report and determine its implications for government action. A broad goal of these conferences was to increase public understanding of vocational education and its objectives. The conferences generally agreed that vocational education needs more power and money, and that its relationships with industry, general education, and other training programs for the disadvantaged should be strengthened. This report is a partial selection and summary of ideas and proposals of the seven conferences. Many of the issues which confronted the conferees remain unsolved in spite of the passage of the Vocational Education Act of 1968. (BH)

ED 047 099 VT 012 327
Teaching Beliefs and Classroom Methodology of Selected Project and Cooperative Plan Distributive Education Teacher Coordinators.
Council for Distributive Teacher Education.
Spons Agency—Ferris State Coll., Big Rapids, Mich.
Report No—CDTE-Prof-Bull-19
Pub Date 70
Note—48p.

Available from—School of Teacher Education, Ferris State College, Big Rapids, Michigan 49307 (No Charge)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Beliefs, Bulletins, Cooperative Education, *Distributive Education, Distributive Education Teachers, Doctoral Theses, *Instructor Coordinators, Program Development, *Program Evaluation, Project Training Methods, Teacher Attitudes, *Teaching Methods, Teaching Techniques

Prepared to assist distributive education personnel in program development and evaluation, this bulletin identifies, compares, and analyzes 100 teaching beliefs of secondary teacher-coordinators. It also identifies those classroom teaching techniques found to be effective for cooperative and project-plan programs. Extracted, for the most part, from a doctoral dissertation, data found in this bulletin were collected from a sample of 120 teacher-coordinators in a six-state area. Following the statistical analysis and findings, it was concluded that these teaching belief statements are valid for all distributive education teacher-coordinators. Several other conclusions were reached plus five recommendations, one of which states that the findings of this study should be closely examined by all program personnel. The teaching belief statements can be used as the basis for evaluative criteria in secondary, postsecondary, adult, and teacher education programs. (Author/JS)

ED 047 100 VT 012 336
Involving the Public in Adult, Vocational, and Manpower Programs.
Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No—OE-80070
Pub Date 70
Note—11p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (MF\$2.80-80070, \$1.15)

EDRS Price MF-\$0.65 HC Not Available from EDRS.
Descriptors—Citizen Participation, *Community Relations, *Educational Programs, Guidelines, *Manpower Development, *Program Administration, Public Opinion, *Public Relations, Regional Programs

This booklet provides guidelines for informing the public about adult, vocational, and manpower training programs. It is intended primarily for the state or local program administrator with little or no background in public relations. (BH)

ED 047 101 VT 012 338
Archer, Beverly Byrd
Agricultural Work Experience Programs for Academically Handicapped Youth in Secondary Schools.
Pub Date 70
Note—155p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors—*Academically Handicapped, Academic Performance, *Agricultural Education, Comparative Analysis, Doctoral Theses, *Handicapped Students, Rural Areas, *Secondary School Students, Student Behavior, Vocational Agriculture, *Work Experience Programs

To investigate the relationship between enrollment in agricultural work experience programs and the social behavior, academic performance, and vocational preparation of academically handicapped youth, this investigation utilized a study group of 85 students in special agricultural work experience programs (AWE) and 74 students in regular vocational agriculture programs. The primary purpose of the AWE program is to use instruction in agriculture as a vehicle to stimulate students to achieve academically, as well as to prepare them for entry into agricultural related occupations. Results of this 2-year study indicated that the AWE students improved in citizenship and school attendance. Twenty-nine percent of the study group and 38 percent of the comparison group desired to continue education beyond high school. The two groups did not differ significantly on interest in occupational training and attitude toward work. This Ph.D. dissertation was submitted to The Ohio State University. (GB)

ED 047 102 VT 012 345
McNamara, James F. Franchak, Stephen J.
Planning Vocational Education Programs in Pennsylvania. Guidelines for the Use of Labor Market Information.
Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date 70
Note—108p.
EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—Employment Projections, *Employment Statistics, *Information Needs, *Labor Market, Manpower Needs, *Program Planning, *Vocational Education
Identifiers—Pennsylvania

This report updates the labor market information available for planning vocational education programs at the local and regional levels in Pennsylvania. To help identify occupational shortages, the report provides supply and demand statistics and projected 1975 employment by occupation for the 15 major labor market areas in the state. Additional supply information is provided in breakdowns of vocational education graduates by region, occupation, and type of training received. (BH)

ED 047 103 VT 012 353
Trimpe, Adrian, Ed. Dannenberg, Raymond A., Ed.

Report of Distributive Teacher-Coordinator Leadership Development Seminar Concerning the Disadvantaged.
Western Michigan Univ., Kalamazoo. Dept. of Distributive Education.
Spons Agency—Michigan State Dept. of Education, Lansing. Div. of Vocational Education.
Pub Date Sep 70
Note—102p.

Available from—Western Michigan University, Department of Distributive Education, Kalamazoo, Michigan 49001 (Supply very limited)

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Disadvantaged Youth, *Distributive Education, *Guidelines, Instructor Coordinators, *Program Development, Teacher Seminars, *Youth Problems

This seminar, which involved 32 distributive teacher coordinators, was planned to help distributive educators identify the disadvantaged and their problems and to provide practical solutions for their needs, both in the classroom and in the business community. During the 1-week seminar, participants were divided into five subgroups to discuss each speaker's remarks and prepare guidelines for working with the disadvantaged. The participants generally were pleased with the seminar; half said they were very satisfied, and the other half were quite satisfied. Followup sessions were recommended. The presentations, guidelines, conclusions and recommendations are included in this report. (BH)

ED 047 104 VT 012 358
Zeller, Frederick A. And Others
Career Thresholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth. Volume Two.
Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Oct 70
Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—Career Choice, *Economic Factors, Educational Status Comparison, Entry Workers, Longitudinal Studies, *Males, Occupational Mobility, Socioeconomic Influences, *Socioeconomic Status, *Student Enrollment, *Youth Employment

This progress report summarizes the findings of a second round of interviews with a cohort of young men between 14 and 24 years of age. These 1967 interviews provide data on the magnitude and patterns of changes in educational and employment status during the 12 months following the first round of interviews. The data suggest that family income and other measures of socioeconomic status have a large effect on the decision to remain in school or return after dropping out, especially for the transition from high school to college. During the period between interviews, labor force participation increased substantially, with a moderate reduction in

susceptibility to unemployment, measured while holding demand conditions constant. The large number of job changes occurring among the cohort are consistent with previous studies of entry workers. Noting that these shifts diminish with age within the cohort, the study concludes that these early adjustments contribute to employment stability. The first report is available as MF 000 718. Similar studies on other population subsets are available as ED 026 525, ED 039 331, and ED 043 755. (BH)

ED 047 105 VT 012 373
Lee, Arthur M. Fitzgerald, Dorris, Ed.
Learning A Living: Career Education in Arizona.
Arizona Occupational Research Coordinating Unit, Phoenix.
Pub Date 70
Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Choice, *Educational Opportunities, *Educational Programs, Employment Projections, Enrollment Projections, *Manpower Development, Program Budgeting, Program Planning, *State Surveys, Student Enrollment, *Vocational Education
Identifiers—*Arizona

Comprehensive information in the field of vocational education is a necessity for purposes of annual state plans, evaluations, and 5-year projections. All available information about career education in Arizona through mid-1970 has been compiled in this report, and an annual supplement will update it. The report also shows how well the educational system of the state is meeting its responsibility of preparing students for careers below the professional level. For these reasons the report reviews: (1) the legislative history and development of vocational education in Arizona, (2) the school programs at all levels, (3) manpower training and private programs, (4) methods of helping students determine career choice, (5) program planning and budgeting, and (6) research and change. Material in the report was reviewed by the State Department of Education, State Advisory Council, and other agencies and institutions where appropriate, and was useful to the State Advisory Council in preparing its annual report to the Office of Education. Recommendations and conclusions are included, and numerous photographs supplement the text. (CD)

ED 047 106 VT 012 379
Gould, Richard J.
Guide to Funding New Careers Programs. Revised Edition.
New York Univ., N.Y. New Careers Development Center.
Pub Date Jun 69
Note—136p.

Available from—New Careers Training Lab., 184 5th Avenue, New York, New York 10010
Document Not Available from EDRS.

Descriptors—Administrator Guides, Career Opportunities, Educationally Disadvantaged, *Federal Aid, *Federal Legislation, Federal Programs, Financial Support, Job Development, Manpower Development, Occupational Mobility, *Poverty Programs, *Program Budgeting, Promotion (Occupational), Self Help Programs
Identifiers—*New Careers

This manual provides an outline of the federal programs available which actually or potentially support New Careers programs, and suggests some methods for increasing the chances of getting funds. Three sections cover: (1) Trends in New Careers Legislation, (2) Improving Funding Opportunities, and (3) A Legislative Summary. This legislative summary is approximately two-thirds of the document, and is subdivided and color coded by subject. This is a revision of ED 028 284. (CD)

ED 047 107 VT 012 380
Horner, James T., Comp.
Summaries of Studies in Agricultural Education, Central Region, 1969-70.
Nebraska Univ., Lincoln. Dept. of Agricultural Education.
Spons Agency—American Vocational Association, Washington, D.C.
Report No.—Dept-R-31
Pub Date Dec 70
Note—124p.
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, *Agricultural Education, *Annotated Bibliographies, Annual Reports, Doctoral Theses, *Educational Research, Masters Theses

This annotated bibliography of research in agricultural education includes abstracts of 103 studies completed during 1969-70 in 11 of the 13 states of the American Vocational Association Central Region. They are arranged alphabetically by author and indexed by subject. A list of 97 studies in progress in 1970-71 is also included. All studies reported are available for loan from university libraries, departments of agricultural education in universities, and state departments of vocational and technical education. The abstracts are organized according to each study's purpose, method, and findings. (GB)

ED 047 108 VT 012 383
Edgcomb, Philip L., Ed.
Summaries of Studies in Agricultural Education, North Atlantic Region, 1969-70.
Massachusetts Univ., Amherst. School of Education.
Spons Agency—American Vocational Association, Washington, D.C.
Pub Date Nov 70
Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Agricultural Education, *Annotated Bibliographies, Annual Reports, Doctoral Theses, *Educational Research, Masters Theses

This annotated bibliography of research in agricultural education includes 43 studies completed in 1969-70 in the states of the American Vocational Association North Atlantic Region. A list of 43 studies in progress is also included. All completed studies are available for loan from university libraries, departments of agricultural education in universities, or state departments of vocational and technical education. The abstracts are organized according to each study's purpose, method, and findings. (BG)

ED 047 109 VT 012 384
Summaries of Research Studies in Agricultural Education, Southern Region, 1969-70.
Louisiana State Univ. and A and M Coll. System, Baton Rouge. School of Vocational Education.
Spons Agency—American Vocational Association, Washington, D.C.
Pub Date 70
Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Agricultural Education, *Annotated Bibliographies, Annual Reports, Doctoral Theses, *Educational Research, Masters Theses

This annotated bibliography of research in agricultural education includes summaries of 54 studies reported during 1969-70 from five states of the American Vocational Association Southern Region. A list of 35 studies in progress in 1970-71 is also included. The abstracts are organized according to each study's purpose, method, and findings. Some studies are available for loan as indicated in each abstract. (GB)

ED 047 110 VT 012 385
Juergensen, Elwood M., Comp.
Summaries of Studies in Agricultural Education, Pacific Region, 1969-70. An Annotated Bibliography.

California Univ., Davis. Dept. of Applied Behavioral Sciences.
Spons Agency—American Vocational Association, Washington, D.C.
Pub Date Dec 70
Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Agricultural Education, *Annotated Bibliographies, Annual Reports, Doctoral Theses, *Educational Research, Masters Theses

This annotated bibliography of research in agricultural education includes 33 studies completed in 1969-70 in states of the American Vocational Association Pacific Region. A list of 18 studies in progress in 1969-70 is also included. The abstracts are organized according to each study's purpose, methods, and findings. Some studies are available for loan as indicated in each abstract. A brief outline for preparation of a thesis or dissertation summary is included. (GB)

ED 047 111 VT 012 391
Kay, Evelyn R.
Inventory of Vocational Education Statistics Available in Federal Agencies.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—OE-80069
Pub Date May 70
Note—65p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE5.280:80069, \$65)

EDRS Price MF-\$0.65 HC Not Available from EDRS

Descriptors—Data Collection, Educational Researchers, Federal Aid, *Federal Programs, *Information Sources, *Manpower Development, Program Descriptions, *Statistical Data, Statistical Studies, *Vocational Education

In an attempt to organize statistical information on the various Federal vocational education and manpower development programs, a survey was made of the appropriate Federal agencies. This report on that survey lists the information available on national studies and programs not more than 5 years old. (BH)

ED 047 112 VT 012 402
Toward the Ideal Journeyman. Volume 1, An Optimum Training System in Apprenticeship Occupations. Manpower Research Monograph No. 20.

Manpower Administration (DOL), Washington, D.C.
Pub Date 70
Note—30p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L1.39/3.20/V.1, \$25)

EDRS Price MF-\$0.65 HC Not Available from EDRS

Descriptors—*Apprenticeships, *Inplant Programs, *Manpower Development, Models, On the Job Training, *Program Development, Program Evaluation, *Program Planning, Skilled Labor

This report provides a comprehensive model of an optimum apprenticeship program, using survey and interview data to determine the essential characteristics of such a program. The model is intended to serve as a framework for constructing new programs and evaluating existing ones. Subsequent volumes will discuss survey findings in specific trade areas. The entire study upon which this monograph is based is available in two volumes from the National Technical Information Service, Springfield, Virginia. (BH)

ED 047 113 VT 012 410
Little, J. Kenneth Whinfield, Richard W.
Follow-Up of 1965 Graduates of Wisconsin Schools of Vocational, Technical, and Adult Education.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
Pub Date Jun 70
Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Experience, Evaluation Criteria, Evaluation Methods, *Graduate Surveys, *Program Evaluation, *Vocational Education
Identifiers—Wisconsin

In order to evaluate the employment success of Wisconsin vocational graduates and to measure the extent to which this success is attributable to the vocational program, the Center for Studies in Vocational and Technical Education conducted a followup study of 1,855 graduates. When only 55 percent of the graduates responded, a short form of the questionnaire was distributed to non-respondents raising the total response rate to 82 percent. Although significant differences between the two groups of respondents prevented generalization of many of the findings, employment and income of graduates were generally good, and for the most part, graduates found that training and work were related and their educational experience was useful in getting, holding, or changing jobs. (BH)

ED 047 114 VT 012 434
Iverson, Maynard J. And Others
Student and Program Characteristics of Technical Agriculture Programs in Ohio. Research Series in Agricultural Education.
Ohio State Univ., Columbus. Dept. of Agricultural Education.

Spons Agency—North Central Agricultural Experiment Station Committee, Minot, N. Dak.; Ohio Agricultural Research and Development Center, Wooster.
Pub Date Apr 70
Note—128p.

Available from—Department of Agricultural Education, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210 (no charge)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agricultural Education, *Agricultural Technicians, Area Vocational Schools, Followup Studies, Graduate Surveys, *Program Evaluation, School Surveys, Statistical Data, *Student Characteristics, Technical Education, Technical Occupations, *Vocational Followup Identifiers—*Ohio

To identify the characteristics of students in the technical agriculture programs in Ohio and to determine the association between selected student characteristics, their success in the program, and their success in the world of work, this research report was conducted by staff members of The Ohio State University Agricultural Education Department. The population of this study included all students and dropouts in 11 agricultural technology programs. Major findings are: (1) Technical education in agriculture has grown at a rate of one new program, 33 additional students, and 11 more graduates per year on the average, (2) Age of enrollees averaged 18.8 years in 1968—down from 20.1 over the past 5 years, (3) Upon graduation most students took training-related jobs and stuck to them, (4) Salaries of graduates rose substantially from previous years, (5) Employers reporting on job skills indicated that graduates were adequately prepared for the duties on the job, and (6) The programs were consistent in providing adequate development of important general abilities. Data collection instruments and tables are appended. (GB)

ED 047 115

VT 012 435

McNamara, James F.

A Mathematical Programming Model for the Efficient Allocation of Vocational Technical Education Funds.

Pennsylvania State Dept. of Education, Harrisburg, Bureau of Educational Research.
Pub Date 70

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, *Decision Making, Educational Economics, Information Needs, *Mathematical Models, Program Evaluation, *Resource Allocations, *School Funds, *Vocational Education

This mathematical programming model was developed to provide the State Board of Education with complete information for evaluating decisions about the efficient allocation of vocational education funds to local school districts. The model, based on a supply-demand criterion, was tested on a set of occupational training programs within a given Labor Market Area of Pennsylvania. It was thus demonstrated that the model provides a generalizable procedure that can be applied to all labor markets in the State. The study integrates theories and concepts from the fields of vocational education, operations research, educational administration, and mathematical economics. The generalizability of the model is also enhanced by the fact that the administration of vocational education programs in every state must follow the regulations set forth in the guidelines provided by the U.S. Office of Education. This report is based on a doctoral dissertation. (Author)

ED 047 116

VT 012 443

Scott, Ellis L., Ed. Bolz, Roger W., Ed.
Automation and Society. The Georgia-Reliance Symposium.

Georgia Univ., Athens.
Spons Agency—Reliance Electric Co., Cleveland, Ohio.

Pub Date 69

Note—212p.

Available from—Center for the Study of Automation and Society, Post Office Box 47, Athens, Georgia 30601 (\$5.75)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Automation, Conference Reports, *Economic Change, *Social Change, Social Planning, *Social Structure, Sociocultural Patterns, Symposia, *Technological Advancement
In order to explore the status of technology and its relationships with areas of social concern,

nearly 50 leading authorities in social organization, automation technology, education, and business met for this symposium. Among the 12 articles in this report are position papers prepared for each of the four areas, in advance of the conference by Clifford E. Evanson (technology), Grant Venn (education), Herbert Kleiman (business and the economy), and Frederick L. Bates (social cultural dimensions of automation). As a result of the symposium, The Center for the Study of Automation and Society was established in Athens, Georgia, co-sponsored by the University of Georgia and The Reliance Electric Company. (BH)

ED 047 117

VT 012 445

Dillon, Roy Dean

Comparison of Certain Abilities Needed by Workers in Licensed Nurseries and Licensed Ornamental Horticulture Businesses.

Pub Date 65

Note—239p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order #65-7090, microfilm 3.40 - xerography 11.95)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, Agricultural Skills, Business Skills, Comparative Analysis, *Doctoral Theses, Educational Needs, *Job Skills, Nurseries (Horticulture), *Nursery Workers (Horticulture), Ornamental Horticulture, *Ornamental Horticulture Occupation, Questionnaires, Sales Occupations, Sales Workers, Supervisors

To determine if separate and specialized courses of agriculture are needed by workers in licensed nurseries and licensed ornamental horticulture businesses, this study utilized questionnaires of 100 items of knowledge in agriculture. Results indicate that: (1) 84 items of knowledge in agriculture are needed by directors of these businesses, (2) 76 items of knowledge are needed by salesmen, (3) 57 items of knowledge are needed by supervisors, and (4) 36 items of knowledge are needed by field workers. Conclusions show that some basic courses and some specialized courses are needed for general directors, salesmen, supervisors, and field workers. Recommendations are that all these workers begin in a curriculum of basic courses and advance to specialized courses until the person is qualified to enter the position of his choosing. This Ed.D. thesis was submitted to Illinois University. (GB)

ED 047 118

VT 012 446

Frazier, William Donald

A Comparative Study of Some Effects of Vocational Education on Culturally Disadvantaged Youth.

Pub Date Jul 66

Note—123p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Adult Vocational Education, *Comparative Analysis, *Disadvantaged Youth, Dropout Rehabilitation, *Federal Programs, *Program Effectiveness, Secondary Education, Social Adjustment, Task Performance, Vocational Adjustment, Vocational Education Identifiers—*Manpower Development and Training Act Programs, MDTA Programs

This study was conducted to compare the effectiveness of two types of vocational education programs in improving students' social and vocational adjustment and success. In a comparison between dropout rehabilitation and high school vocational graduates, 92 graduates of the Oklahoma City Manpower Development and Training Act (MDTA) Youth Program and 65 high school graduates were interviewed and administered personality and achievement tests. After adjustment for differences in aptitude, statistical analysis showed significant differences in favor of the MDTA sample, especially when skill training was supplemented by academic education. MDTA graduates who had received academic training benefited more than the high school graduates in terms of factors of academic achievement and personal-social adjustment. This Ed.D. dissertation was submitted to Oklahoma State University. (BH)

ED 047 119

VT 012 448

Siegenthaler, Irvin Eldie

An Evaluation of the Jimma Agricultural Technical School Program, Jimma, Ethiopia, Based Upon a Study of Jimma Graduates.

Pub Date May 65

Note—121p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 66-4078, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, Curriculum Evaluation, Doctoral Theses, *Foreign Countries, *Foreign Culture, Graduate Surveys, Post Secondary Education, *Program Evaluation, *Technical Education Identifiers—*Ethiopia

To obtain descriptive evidence for an evaluation and to ascertain whether or not differences exist between graduates of several provinces and tribes in certain post-high school pursuits, this study utilized data collected from personal contact and a mailing survey. Criteria used included the graduates' cultural background, occupational experiences, work training, cumulative grade point averages, dropout rates, and academic deficiencies in the college of agriculture. Significant findings are that considerable differences exist between the number of college of agriculture dropouts because of academic deficiencies and high schools attended and that grade deficiencies are most often found in the physical sciences. This doctoral dissertation was submitted to Oklahoma State University. (GB)

ED 047 120

VT 012 450

Tuxhorn, Scott Edward

The Educational Unit for Administration, Organization, and Supervision of Area Vocational-Technical Schools in Oklahoma.

Pub Date May 67

Note—214p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order #68-8512, Microfilm 3.00 - Xerography 9.70)

Document Not Available from EDRS.

Descriptors—*Area Vocational Schools, Doctoral Theses, *Educational Administration, Educational Legislation, *Educational Trends, Higher Education, Interagency Cooperation, Interinstitutional Cooperation, Organization, Post Secondary Education, School Administration, School Supervision, *State Programs, *Vocational Education

Forty-two state plans for vocational education and related legislation were reviewed to identify patterns in the administration, organization, and supervision of area vocational and technical schools. Also, a survey instrument was prepared and administered to junior college presidents, public school superintendents, and nationally recognized leaders in vocational education to determine whether a significant difference of opinion regarding these points really exists. Findings of the study reveal that varying practices exist in the administration, organization, and supervision of these area vocational schools. It was brought out that since area vocational-technical schools operate at the post-high school level, an agency of higher education should have a voice in the policy-making of these schools. Trends brought out by the study indicated cooperation between agencies of higher education and vocational and technical education is essential for good programs at the postsecondary level. This Ed.D. thesis was submitted to Northwestern State College, Alva, Oklahoma. (Author/JS)

ED 047 121

VT 012 462

Bose, Arnola C.

An Experiment to Determine the Effects of Immediate Versus Delayed Knowledge of Results on Initial Learning and Retention of Selected Related Learning in Transcription Classes.

Pub Date Jul 66

Note—205p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-7190, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Business Education, *College Students, *Comparative Analysis, Instructional Materials, *Learning, Office Occupations Edu-

cation, *Retention, Stenography, Teaching Techniques

Twenty-four sets of specially prepared teaching materials were used to determine the effects of immediate versus delayed knowledge of results on initial learning and retention of selected related learnings in transcription classes. Initial learning was measured by scores on quizzes given immediately after the administration of each set of teaching materials and testing only these related learnings included in that particular set of teaching materials. Retention was measured by a posttest given one week following the administration of the last set of teaching materials. The subjects were 138 female students who were enrolled in one of the beginning or advanced transcription classes taught at Oklahoma State University. Results indicated that in this particular experiment immediate knowledge of correct response had no significant effect on initial learning in Beginning Transcription, but immediate knowledge of correct response significantly facilitated initial learning in Advanced Transcription. Immediate knowledge of correct response appeared to have no significant effect on retention in either Beginning or Advanced Transcription. This Ed.D. dissertation was submitted to Oklahoma State University. (Author)

ED 047 122 VT 012 470

Van Stroth, Gordon E.
A Socio-Economic Study of Vocational-Technical Education Students.

Pub Date 68
Note—351p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors—Academic Achievement, *Community Colleges, Doctoral Theses, Followup Studies, *Graduate Surveys, Socioeconomic Background, Socioeconomic Influences, *Student Characteristics, *Vocational Counseling, *Vocational Education

To isolate certain socioeconomic and academic characteristics of postsecondary vocational and technical education graduates and dropouts, which should enable students to receive more effective counseling and training, 210 graduates of Oklahoma State Tech were sent questionnaires before and after graduation. Questionnaires were returned by 187 prior to graduation and 153 after graduation. In addition, the student file of 223 dropouts was examined. The majority of the graduates and dropouts were male Caucasians, had a mean age at matriculation of 22-23 years, and were from rural Oklahoma areas. Of the jobs held by graduates at graduation, 51.1 percent were found through the school, while other important methods were the state employment service, friends and relatives, and direct application. Graduates employed out-of-state received higher monthly incomes than those employed in the state. The educational attainment of parents appeared to have an effect on whether or not their children sought higher education. This Ph.D. dissertation was submitted to the University of Oklahoma. (SB)

ED 047 123 VT 012 472
Planning Education for Nevada's Growth. A Master Plan for Education.

Nevada State Dept. of Education, Carson City.
Pub Date 69

Note—556p.; Two vols.
EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Curriculum Design, *Educational Administration, Educational Coordination, Educational Planning, *Educational Programs, *Master Plans, Program Planning, State Curriculum Guides, *State Departments of Education, *State Programs, Vocational Education

Identifiers—*Nevada
As the result of a 1968 directive by the Nevada State Legislature this study was undertaken to develop a master plan for education in the State, including plans for the development of a system of area community colleges. The study is the result of the work of department staff, personnel from many state agencies, and recognized authorities in education all over the United States. For each level of administrative structure and for each subject at each level of education from preschool to adult, the study examines present practices and emerging mandates, and makes recommendations. (BH)

ED 047 124 VT 012 475
Case Studies in Public Jobs for the Disadvantaged.

Reference File No. 9.
National Civil Service League, Washington, D.C.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.; Department of Labor, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Jul 70
Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Opportunities, City Government, *Culturally Disadvantaged, *Employment Opportunities, Employment Qualifications, *Government Employees, Job Development, Manpower Development, *Manpower Utilization, *Program Descriptions, Program Development, State Government, Unemployment

Rigid entrance requirements and lack of recruiting have curtailed job opportunities for the disadvantaged in state and local government employment, perpetuating both unemployment and manpower shortages. This project is an attempt to improve the employment opportunities of the disadvantaged and develop a model program and model civil service laws to act as guidelines for personnel departments. In addition to summarizing project activities and relevant Federal guidelines, the report includes 10 case studies based on data gathered in site visits, supplemented by supporting material from the departments involved. (BH)

ED 047 125 VT 012 479

White House Conference on Food, Nutrition and Health. Final Report.

Pub Date 70

Note—346p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y3.W58/16:1/970, \$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Age Groups, Conference Reports, *Disadvantaged Groups, *Federal Government, Food, *Guidelines, Health Education, Health Programs, Hunger, Marketing, *Nutrition, Nutrition Instruction, *Policy, Voluntary Agencies, Volunteers

To develop a national policy aimed at eliminating hunger and malnutrition due to poverty and improving the nutritional health of all Americans, 26 panels composed of concerned citizens and academic, medical, industrial, and agricultural experts and eight task forces representing social action groups, religious denominations, women's and professional organizations, and industrial and consumer interests attended a 3-day White House Conference on Food, Nutrition, and Health. Panel and task force recommendations are included in these sections: (1) Surveillance and Evaluation of the State of Nutrition of the American People, (2) Establishing Guidelines for the Nutrition of Vulnerable Groups with Special Reference to the Poor, (3) The Provision of Food as It Affects the Consumer: Guidelines for Federal Action, (4) Nutrition Teaching and Nutrition Education, (5) Food Delivery and Distribution as a System, and (6) Voluntary Action to Help the Poor. A subject index is included. (SB)

ED 047 126 VT 012 483

Ross, B. John
Museum Resources and Their Utilization in Industrial Arts Education.

Pub Date 70

Note—374p.; Submitted in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education, N.Y.U.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors—Doctoral Theses, Guidelines, *Industrial Arts, *Instructional Materials, *Museums, Nature Centers, Questionnaires, *Resource Materials, Unit Plan

Identifiers—*New York
To develop a plan for utilization of museum resources for industrial arts education, questionnaires were utilized to obtain information from pilot studies, educator group members and museum professionals. Examination of data indicates that museums represent a potential resource appropriate to instructional utilization for industrial

arts education. As a result of the study, a suggested plan for utilization of museum resources was developed as an instructional guide designed to acquaint industrial arts educators with museums and their resources as supplemental instructional aids. Guiding principles relating to the utilization of museum resources are presented. This Ed.D. dissertation was submitted to New York University. (GB)

ED 047 127 24 VT 012 489

Campbell, Robert E. And Others
The Systems Approach: An Emerging Behavioral Model for Vocational Guidance. A Summary Report. Research and Development Series No. 45.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0158

Pub Date Jan 71

Grant—OEG-3-7-000158-2037

Note—33p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Limited number of complimentary copies)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Guidance Programs, Guidelines, *Models, *Occupational Guidance, Program Development, Program Evaluation, *Program Improvement, *Senior High Schools, Systems Approach

The primary purpose of this project was to develop a procedural model for improving vocational guidance programs in senior high schools. Using a systems approach, the model: (1) emphasizes student behavioral objectives, (2) gives alternative methods for accomplishing these objectives, (3) provides program evaluation strategies, (4) incorporates guidelines for program change adjustments, and (5) can be operationally demonstrated in pilot locations and subsequently replicated in other locations. The 10 procedural phases of the model were developed over a 2-year period in cooperation with a comprehensive high school, although the basic model is flexible enough for use at many levels such as the state guidance system or local school systems. Each phase is independent, allowing the adoption of the combination best suited to individual needs. A revised model will be published following extensive field testing. (BH)

ED 047 128 VT 012 491

Orr, Ralph O'Dell
Credentialing Trade and Industrial Teachers.

Pub Date Aug 70

Note—140p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors—Academic Achievement, Doctoral Theses, Evaluation Techniques, *Industrial Arts Teachers, *Performance Tests, *Profile Evaluation, Secondary School Teachers, State Surveys, Teacher Certification, *Trade and Industrial Education, *Trade and Industrial Teachers, Work Experience

Using a trade competency test and a trade vocabulary test to disclose differences in performance on certain variables, this statewide survey compared secondary school trade and industrial teachers, non-teaching tradesmen, and secondary school industrial arts teachers within the State of Colorado. Profiles of the participants were developed, and performance was measured against experience and education. Analysis of the test scores confirmed the hypothesis that the scores would fall in descending order from trade and industrial teachers to tradesmen to industrial arts teachers. Although the intermediate differences were not significant, the differences between the highest and lowest groups were found to be significant. No significant correlations were found between performance and education or experience, except in the case of machine shop and woodwork teachers, whose performance on the trade competence test was related to length of time on the job. This Ph.D. dissertation was submitted to Colorado State University. (BH)

ED 047 129 VT 012 499

Budke, Wesley E. Woodin, Ralph J.
Guidelines for the Development of Prevocational Education Programs at the Junior High School Level. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date Oct 70

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission Criteria, Counseling Services, Educational Equipment, Educational Facilities, Educational Finance, Educational Objectives, Guidance Services, *Guidelines, Instructional Staff, *Junior High Schools, *Prevocational Education, *Program Administration, *Program Development, Program Evaluation, Program Planning

This publication reports the results of a doctoral dissertation which sought to develop guidelines for organizing, operating, and administering prevocational education programs. The guidelines were developed from questionnaires returned by 70 directors of local occupational orientation and exploration programs, a review of related literature, and an inventory of common program areas submitted to a jury of experts, who indicated the relative importance of each. The resulting guidelines cover: (1) Program Objectives, (2) Program Design, (3) Instructional Staff Selection, (4) Grade Level of Student Involvement, (5) Staff Training, (6) Program Financing, (7) Curriculum and Activities, (8) Community Involvement, (9) Student Selection, (10) Facilities and Equipment, (11) Guidance and Counseling Services, (12) Administration and Supervision, and (13) Program Evaluation. The complete Ph.D. dissertation is announced as ED 042 926. (SB)

ED 047 130 VT 012 502

Lucas, Stephen R. Weber, Larry J.
The Improvement of Evaluation Procedures of Teachers of Distribution and Marketing. A Research Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.

Spons Agency—Sears-Roebuck Foundation, Skokie, Ill.; Virginia State Dept. of Education, Richmond.

Pub Date 70

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conferences, *Distributive Education, *Distributive Education Teachers, Educational Improvement, *Educational Testing, *Evaluation Methods, Evaluation Techniques, Secondary Schools, *Student Evaluation, Test Construction, Tests

The purpose of this study was to improve the evaluation proficiencies of high school distributive education teachers in Virginia. A special conference for selected high school distributive education teachers provided instruction in the preparation of evaluation units and actual construction of such units in selected areas. An evaluation of the conference was based on: (1) pretest and posttest measurements of cognitive abilities in principles of evaluation, (2) the construction of evaluation units, and (3) a followup of the participants' implementation of these skills in the actual school setting. Results of the conference were favorable for all three areas. It was therefore recommended that conferences of this type be viewed as worthwhile ventures for improving evaluation abilities of teachers in their respective fields. (Author/JS)

ED 047 131 VT 012 503

Pacinielli, Ralph N., Ed.

Vocational Evaluation and Work Adjustment Services in Manpower, Social Welfare, and Rehabilitation Programs. An Education Guide Developed from a Conference (Washington, D.C., June, 1970).

International Association of Rehabilitation Facilities, Washington, D.C.; Pittsburgh Univ., Pa. Research and Training Center in Vocational Rehabilitation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Aug 70

Note—160p.

Available from—International Association of Rehabilitation Facilities, 7979 Old Georgetown Road, Suite 600, Washington, D.C. 20014 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Guides, Conference Reports, *Disadvantaged Groups, Employment Programs, *Evaluation, *Federal Programs, Handicapped, *Manpower Development, Rehabilitation Programs, *Vocational Adjustment

The 12 papers and three discussion group reports in this document are the result of a 3-day conference held in 1970 to study the role of vocational evaluation and work adjustment in manpower development programs. The 69 participants were carefully selected for their ability to effect change in planning, developing and delivering vocational evaluation and work adjustment services, and included representatives of federal agencies, university educators and researchers, administrators and project directors, and leaders of national organizations. These background papers cover the evaluation and adjustment processes, program interdependence, innovative approaches, target group selection, staffing and funding, and followup activities. (BH)

ED 047 132 VT 012 504

Eaddy, Vanik S.

The Influence of Selected Factors on the Vocational Choices of Vocational Agricultural Students in Louisiana.

Pub Date Aug 68

Note—177p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 69-4464 MF \$3.00, Xerography \$8.20)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, Bibliographic Citations, *Career Choice, *Doctoral Theses, High School Students, Occupational Aspiration, *Occupational Choice, *Vocational Agriculture, Vocational Interests

Identifiers—Louisiana
Using the descriptive survey method and involving high school vocational agriculture students, the objectives of this research were: (1) to determine the status of educational and occupational aspirations and expectations, (2) to show the influence of selected factors on career choices, (3) to identify persons influencing vocational choices, and (4) to define limitations deterring attainment of career aspirations. Results indicate a high degree of association exists between the educational aspirations and expectations, and a moderate relationship exists between occupational aspirations and expectations. Reference groups of persons influencing vocational choices are ranked as follows: parents; a heterogeneous grouping of friends, persons, and relatives other than parents; school personnel; and clergymen. Student occupational choices are based primarily upon personal interests, satisfaction, and rewards. High school academic achievement records are significantly related to student vocational choice levels. This Ph.D. dissertation was submitted to Louisiana State University. (GB)

ED 047 133 VT 012 518

Vocational and Technical Education. Annual Report, Fiscal Year 1968.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—OE-80008-68

Pub Date 70

Note—193p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE5.280:80008-68, \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Ancillary Services, *Annual Reports, Educational Needs, Educational Objectives, Leadership, Manpower Development, Manpower Needs, Program Administration, *Program Development, *Program Evaluation, School Funds, *Student Needs, *Vocational Education

During fiscal year 1968, significant changes and improvements in vocational and technical education were reported across the nation. The continuing flow of federal funds and the greater program flexibility under the Vocational Education Act of 1963, together with increased state and local expenditures, made possible expansion of ongoing programs and development of some needed new programs. However, despite notable progress, there are many population groups and areas which vocational education is either not serving or not serving adequately. As manpower requirements and the vocational education needs

of people continue to change rapidly, vocational education should be made more flexible, innovative, and relevant. Increased resources and effective leadership are urgently needed at the local, state, and federal levels to establish a comprehensive, responsive system of occupational education which will help provide adequate educational opportunity for all youths and adults in every community. Tables of data collected from the states are appended. (Author/JS)

ED 047 134 VT 012 519

Education and Training: Doorway to the Seventies. Eighth Annual Report.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Spons Agency—Congress of the U.S., Washington, D.C. House.

Report No.—OE-80702-70

Pub Date Apr 70

Note—83p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE5.287:80702-70, \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Adult Vocational Education, *Annual Reports, *Federal Programs, Participant Characteristics, Program Attitudes, Program Descriptions, Program Evaluation, Vocational Followup

Identifiers—*Manpower Development and Training Act Programs, MDTA Programs

This annual report of the Department of Health, Education, and Welfare to Congress describes training activities instituted under the Manpower Development and Training Act through 1969. With major emphasis on fiscal year 1969, the report includes descriptions of programs and participants with supportive data tables. Program success is measured in terms of participant attitudes and employment success. (BH)

ED 047 135 VT 012 520

A Master Plan of Research, Developmental and Exemplary Activities in Vocational and Technical Education.

Illinois Research and Development Coordinating Unit, Springfield.

Report No.—Bull-11-670

Pub Date Jun 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educationally Disadvantaged, Educational Needs, Inservice Education, *Master Plans, *Models, Program Development, Program Evaluation, Program Planning, *Research Needs, *Student Needs, *Vocational Education
Some of the major concerns of education stem from the fact that young men and women leave our educational system without sufficient skills to survive in the world of work. Vocational education has a vital role to play in solving the problems related to this situation. The staff at this Research and Development Unit believes the problems can best be solved through planned change strongly based on research and development activities. To facilitate the needed change and to achieve maximum results in meeting individual and manpower needs, a workable model of research, developmental, and exemplary activity must be employed. This, in turn, can be followed by the use of a master plan for the implementation of new programs. Priority areas identified for research and developmental activities are: (1) K-14 coordination and articulation, (2) educational programs in all occupational areas, (3) programs for the disadvantaged and handicapped students, (4) inservice training to update instructors, and (5) comprehensive evaluative techniques for the programs offered. (Author/JS)

ED 047 136 VT 012 522

Prichard, Neal W.

Counselors View Trade and Industrial Education in Wisconsin.

Stout State Univ., Menomonie, Wis.

Pub Date 68

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counselor Attitudes, *Counselor Characteristics, Educational Experience, Educational Needs, *Evaluation, Individual Characteristics, *Secondary Education, *Trade and Industrial Education
Identifiers—Wisconsin

This study investigated the attitudes of secondary school guidance counselors toward trade and industrial education, in relation to individual characteristics, experience, knowledge about the program, and type of program in operation. Usable responses on the School Counselor's Inventory for Vocational Trade and Industrial Education were made by 217 of 307 counselors listed in the Wisconsin Official School Directory. Significantly better attitudes were found among older counselors, whereas knowledge was greatest among counselors who were English majors or had at least 6 years experience with their present employers. Both attitudes and knowledge were higher among counselors who lived in communities offering evening programs in trade and industrial education. The report recommends that courses in vocational areas be incorporated into graduate education and inservice programs for counselors. (BH)

ED 047 137 VT 012 529

Smith, Kathryn Watford
A Study of Federal Legislation Relevant to Home Economics Education.
Pub Date 70
Note—169p.
Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5242, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Needs, *Federal Legislation, *Home Economics Education, Interdisciplinary Approach, *Program Improvement, Social Environment, *Social Problems

To bring together the legislation, social conditions directly preceding passage of the legislation, and the implications for the development of the field of home economics education, data were obtained and examined from the "United States Statutes at Large on Public Laws," the "House Miscellaneous Reports," the "Senate Miscellaneous Reports," and the "United States Code Annotated." In addition, state curriculum guides, journals, and other publications relating to home economics were examined for content in trends, curriculums, and changes in the field of home economics. The legislation enacted by Congress was an apparent outgrowth of inadequacies in society which focused national attention on the social problems confronting the nation. The trend has been toward more federal involvement in education with the states retaining most of the control. Social conditions appear to be a prime determinant for the composition of education and seem to provide impetus for enactments of legislation. Home economics must broaden its hemisphere for an interdisciplinary approach, and it must reexamine, redefine, and readjust in terms of social changes and legislation if it is to be a viable aspect of the total education program. This Ed.D. dissertation was submitted to the University of Illinois. (Author)

ED 047 138 08 VT 012 530

Hall, Jeanette
Pilot "C" Curriculum Evaluation and Interpretive Analysis. Phase II Final Report.

YMCA of Metropolitan Chicago, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0329
Pub Date 30 Sep 70
Grant—OEG-0-8-070329-3694(085)

Note—44p.; Social Service Aide Project for the Training and Education of Paraprofessionals
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associate Degrees, Career Planning, Community Colleges, *Core Curriculum, *Credit Courses, *Curriculum Evaluation, General Education, Interdisciplinary Approach, Manpower Development, Post Secondary Education, *Social Services, Student Seminars, *Subprofessionals

The 20-25 participants of Pilot C of Phase II of the Social Service Aide Project, a program of exemplary education for the career development of paraprofessionals in social and/or human services, were selected to attend an 8-week seminar at Central YMCA College, Chicago, which stressed an interdisciplinary approach to introductory college-level work and provided 3 hours credit each (total of 12 hours credit) for Communications (English 101), Introduction to Psychology (Psychology 201), Group Process (Philosophy 101), and Techniques of Organization and Deci-

sion Making (Psychology 150). Evaluation was accomplished by three questionnaires administered to the participants, and evaluative comments by staff and students are included in the report. An interpretive analysis section compares the YMCA's former and present employee classification plan to that of the human services career ladder developed by Career Options, which is available as VT 012 533. Phase I of this project is available as ED 032 062 (RIE, May 1970), and related documents are available as VT 012 531-012 533, and VT 012 535 in this issue. (SB)

ED 047 139 08 VT 012 531

Wetzel, Jean

Pilot "A" Curriculum Evaluation and Interpretive Analysis. Phase II Final Report.

YMCA of Metropolitan Chicago, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0329
Pub Date 30 Sep 70
Grant—OEG-0-8-070329-3694(085)

Note—43p.; Social Service Aide Project for the Training and Education of Paraprofessionals
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associate Degrees, Career Planning, Charts, Community Colleges, *Core Curriculum, *Curriculum Evaluation, Job Skills, *Job Training, Manpower Development, Post Secondary Education, *Social Services, *Subprofessionals, Vocational Education

During Pilot A of Phase II of the Social Service Aide Project under a contract designed to implement a program of exemplary education for the career development of paraprofessionals in social and/or human services, Prairie State College, Chicago Heights introduced two courses into its curriculum, a group work course and a field practicum. The 16 enrollees were recruited among staff and volunteers of Chicago Heights agencies and organizations, most were middle-aged, worked at least part time, and had family responsibilities. Evaluation was performed by the students through questionnaires and informal discussions, the instructors, agency directors, and others. Low attrition and high attendance rates as well as positive evaluation by students contributed to course success. It was concluded that testing an innovative curriculum requires teachers who understand and agree with the method of creating that curriculum. In addition to the evaluation, interpretive analysis was made of the specialized courses and Human Services Core Curriculum, content of required courses and the outline for associate degree, and the success and significance of the group work and practicum courses. Phase I is available as ED 035 062 (RIE, May 1970), and related documents are available as VT 012 530-012 533 and VT 012 535 in this issue. (SB)

ED 047 140 08 VT 012 532

Kich, George

Theory and Methodology of Human Services Functional Task Analysis Data System. Phase II Final Report.

YMCA of Metropolitan Chicago, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0329
Pub Date 30 Sep 70
Grant—OEG-0-8-070329-3694(085)

Note—58p.; Social Service Aide Project for the Training and Education of Paraprofessionals
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Career Planning, Core Curriculum, *Curriculum Development, Data Analysis, Educational Objectives, Job Development, Manpower Development, Manuals, *Social Services, *Subprofessionals, Systems Approach, *Task Analysis, Vocational Education

Designed as a manual for human and social service agencies and programs engaged in curriculum and career development, this technical paper describes the Social Service Aide Project (SSAP) Functional Task Analysis Data System resulting from Phase I research and Phase II analysis and refinement. Sections discuss and diagram these system components: (1) Preliminary Analysis and Development which is influenced by the purpose, external constraints to environment, resources, subsystems, and the maintenance and evaluation of the system, (2) Job Analysis Data System, which structures the planning, function-

ing, and production of career advancement programs based on employment and educational objectives, and (3) Analysis of the employment and educational objectives and task regrouping in the career ladders and core curriculum. Other sections are devoted to problems encountered by SSAP while using and developing the system, and implications of the system. Supplementary samples and technical information are appended. Phase I is available as ED 035 062 (RIE, May 1970), and related documents are available as VT 012 530-012 533 and VT 012 535 in this issue. (SB)

ED 047 141 08 VT 012 533

Soong, Robert K.

Career Ladders and Core Curriculum in Human Services. Phase II Final Report.

YMCA of Metropolitan Chicago, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0329
Pub Date 30 Sep 70
Grant—OEG-0-8-070329-3694(085)

Note—23p.; Social Service Aide Project for the Training and Education of Paraprofessionals
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, Community Colleges, *Core Curriculum, *Curriculum Development, High Schools, Job Skills, Job Training, Manpower Development, *Occupational Mobility, Post Secondary Education, Secondary Education, *Social Services, *Subprofessionals, Vocational Education

Identifiers—*Career Ladders

This portion of Phase II of the Social Service Aide Project, a program of exemplary education for the career development of paraprofessionals in social and/or human services, represented an attempt to broaden the career ladders developed during Phase I and to extend the core curriculum above and below the Associate in Arts degree. The scheme of the career ladders was broadened by standardizing the six levels of occupational status (Professional, Technologist I and II, Technician I and II, and Trainee) in terms of educational achievement and/or life/work competency, ultimately gauged by the worker's range of functions in dealing with people, data, and things. This information is provided in chart form, and each occupational status category is described in terms of functions with people, data, and things. In addition the core curriculum for each occupational status category was developed for secondary and postsecondary levels, and these outlines are included in the report. Phase I is available as ED 035 062 (RIE, May 1970), and related documents are available as VT 012 530-012 532 and VT 012 535 in this issue. (SB)

ED 047 142 08 VT 012 535

Warren, Barry

Pilot "B" Curriculum Evaluation and Interpretive Analysis. Phase II Final Report.

YMCA of Metropolitan Chicago, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0329
Pub Date 30 Sep 70
Grant—OEG-0-8-070329-3694(085)

Note—91p.; Social Service Aide Project for the Training and Education of Paraprofessionals
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associate Degrees, Career Planning, Charts, Community Colleges, *Core Curriculum, *Curriculum Evaluation, Job Development, Job Skills, *Job Training, Manpower Development, Post Secondary Education, *Social Services, *Subprofessionals, Tables (Data), Vocational Education

Evaluation during Pilot B of Phase II of the Social Service Aide Project, a program of exemplary education for the career development of paraprofessionals in social and/or human services, was conducted on 11 courses offered in social service and child care at Kennedy-King College, Chicago. Questionnaires, which were derived from a task analysis inventory and sent to over 500 students, were returned by 367 and provided information on the course taken and the time, nature, and area of employment. Most of the students worked full time, and the largest employment areas were within schools, primarily paraprofessional positions, and factory jobs. These were followed by business, social service, and medical positions. In addition large numbers of students responded that they had performed

the tasks presented, but many students felt that the courses did not help them perform the activities. The findings revealed that the curriculum as offered did not fully achieve the core curriculum goal and design. Results further show the need for course modification and precourse orientation of the instructors. Phase I is available as ED 035 062 (RIE, May 1970), and related documents are available as VT 012 530-012 533 in this issue. (SB)

ED 047 143 VT 012 538
Maley, Donald

A New Role for Industrial Arts in the Senior High School.
American Vocational Association, Washington, D.C.

Pub Date 69
Note—48p.; Presented at the National Convention of the American Vocational Association (Boston, Mass., Dec. 1969)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizenship Participation, Citizen Role, *Citizenship, Curriculum Development, Decision Making, *Educational Needs, *Industrial Arts, Industrial Technology, Models, Problem Solving, Program Development, *Resource Allocations, Secondary Education, Social Problems, Speeches, *Technology, Vocational Education

The time has come to reexamine the role of industrial arts in the high schools. Our society is no longer in the industrial era but rather in the post-industrial era which is characterized by pressing social problems. Solutions must be found for the problems of pollution, power generation, housing, transportation, communication, conservation, more effective resource utilization and industrial productivity. The role industrial arts can play in these areas of concern is not one of finding solutions but rather one of educating the citizenry to be aware of the implications of these problems. There is no doubt about the extent of our technological know-how; the question is how to reduce the ever-widening gap between the technologist and the great masses of people who use or must make decisions about the application, acceptance, or rejection of the technology. This proposal outlines a system of study for the senior high school that will educate citizens to make intelligent decisions concerning the future application of our great wealth of technological know-how. (Author/JS)

ED 047 144 VT 012 543
Suggested Guidelines for Consumer Education; Kindergarten through Twelfth Grade.

President's Committee on Consumer Interests, Washington, D.C.

Pub Date Nov 70

Note—63p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PR36.8:C76/ED8, \$65)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Articulation (Program), Consumer Economics, *Consumer Education, *Curriculum Development, Educational Objectives, Guidelines, Parent Role, Program Content, *Program Development, *Program Guides, Program Planning, Resource Materials, *Student Needs, Student Role, Teacher Role, Teaching Methods

Designed to assist the implementation of consumer education programs for Grades K-12, these guidelines should be useful to teachers and other educators in planning and developing individual school programs. In formulating these guidelines, special attention has been given to the educational needs of students in the inner-city, rural, and suburban settings as well as to students with ethnic and geographical differences. These guidelines were developed with the assistance of educators and personnel representing several universities, the school district of Philadelphia, the Office of Education, the Council for Family Financial Education, the Chief State School Officers of the states, the President's Consumer Advisory Council, and the President's Committee on Consumer Interests. The guide is divided into the following sections: (1) Consumer Education: An Imperative Need, (2) Methods of Implementation, (3) The Instructional Program, (4) Roles in Consumer Education, and (5) Instructional Resources for Consumer Education. (JS)

ED 047 145 VT 012 547

Bahr, Gladys, Ed.

Two Decades of Partnership in Economic Education.

Joint Council on Economic Education, New York, N.Y.; National Business Education Association, Washington, D.C.

Pub Date 69

Note—79p.

Available from—National Business Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

Document Not Available from EDRS.

Descriptors—Business Education, Community Colleges, *Concept Teaching, Consumer Economics, Curriculum Enrichment, *Economics, *Integrated Curriculum, *Manuals, Resource Materials, Secondary Schools

In an effort to promote a better understanding of economic concepts, the National Business Education Association and the Joint Council of Economic Education formed a partnership in education some 20 years ago. This publication reviews the major accomplishments of this venture in the hope that it will assist business teachers in integrating economic concepts into their classes. Topics discussed in the review are (1) "Twenty-Year Report: Joint Council on Economic Education and Business Education" by M. L. Frankel, (2) "Twenty-Year Report: National Business Education Association and Economic Education" by R. G. Price, (3) "Economic Concepts for Understanding Everyday Business Activities" by E. S. Wallace, (4) "Economic Education in the High School Business Education Curriculum" by A. S. Daughtrey, (5) "Teaching Economic Concepts in Secondary Schools"—in general business by T. B. Duff, in consumer economics by T. J. Boduch, in advanced basic business by Eugene Jones, in business law by R. D. Brown, in accounting by R. B. Wooschlag, in economics by M. Kourilsky, (6) "The World of Work: New Thrust in Economic Education" by R. L. Darcy, (7) "Teaching Economics in the Community College" by R. G. Clery, and (8) "Business Teacher Education and Economics" by C. Millington. (JS)

ED 047 146 VT 012 549

Grossmont College Conference on Bio-Medical Technology and Manpower (March 25, 1970).

American Association of Junior Colleges, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Mar 70

Note—136p.

Available from—Occupational Education Project, American Association of Junior Colleges, One Dupont Circle, N.W. Washington, D.C. 20036 (no charge)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Role, Conference Reports, *Curriculum Development, *Educational Coordination, *Health Occupations Education, Interagency Cooperation, *Junior Colleges, Manpower Needs, *Medical Laboratory Assistants
In response to a growing concern with the quality of health care in this country, this conference met to discuss: (1) the role of junior colleges in training medical technicians, (2) the importance of uniformity in the core curriculum, (3) new occupations and changing job requirements, (4) the need for cooperation and coordination between agencies, and (5) the development of better programs for placement, recruiting, and teacher education. This report includes the 19 papers presented at the 3-day conference. (BH)

ED 047 147 VT 012 558

Lee, Jasper Sloan

Vocational Education Instruction Similarities in Certain Content Areas in the Secondary Schools.

Pub Date 70

Note—261p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Curriculum Evaluation, Doctoral Theses, Educational Research, *Job Skills, *Secondary Education, Skill Development, *Teaching, Vocational Education, *Vocational Education Teachers

To determine the content and similarity of instruction in teaching selected skills, 282 secondary vocational education teachers in Mississippi were administered an instrument composed of 92 skills needed by workers to perform their jobs, and the teachers indicated the level of proficiency they attempted to teach. Though many teachers were teaching a large number of the skills, there was relatively little similarity of instruction among the vocational disciplines. Fifteen skills were taught at similar levels by teachers of two to four disciplines, and many of the skills involved interpersonal relations rather than manipulative skills. The few similarities of instruction tend to support the establishment of comprehensive vocational programs. Major recommendations were: (1) Administrative changes in vocational courses should take into consideration the skills that are taught and the similarity of the instructional content; (2) Initiation of courses for the purpose of teaching "similarities" should be done cautiously; and (3) Teacher education curricula should prepare teachers to teach these skills at relatively high levels of proficiency. This Ed.D. dissertation was submitted to the University of Illinois. (SB)

ED 047 148 24 VT 012 566

Ward, Darrell L., Comp. Kazarian, Edward N., Comp.

Third Annual National Leadership Development Seminar for State Directors of Vocational Education. Articulation of Vocational Education Planning with Comprehensive State Planning.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0158

Pub Date Jan 71

Grant—OEG-3-7-000158-2037

Note—59p.; Leadership Training Series No. 32
Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, Articulation (Program), *Educational Coordination, Educational Planning, Inservice Education, Interagency Coordination, *Leadership Training, *Program Planning, Seminars, *State Programs, *Vocational Education

More than 100 state directors and other leaders from 45 states, the District of Columbia, and Puerto Rico attended a 3-day inservice leadership development seminar to exchange information and examine coordinated state planning as it relates to programming in vocational-technical education. Seminar activities included group work sessions, a symposium, and these major presentations: (1) "A Governor's Perspective of Total State Planning and the Role of Vocational Education" by Robert E. McNair, (2) "The Challenge of Total Educational Planning Within a State" by Howard B. Casmei, (3) "A State Director of Vocational Education's Perspective of Total State Planning and the Role of Vocational Education" by Robert S. Seckendorf, (4) "Coordinated State Planning in Minnesota: Background Paper for a Symposium" by Joseph F. Malinski, (5) "The Role of the State Advisory Council in Vocational Education Planning: A Report of a Panel" by Bruce Reinhart, (6) "Interagency Cooperation for Implementation of State Planning" by Herbert Righthead, (7) "Career Education: The Oregon Way" by Leonard Kunzman, and (8) "Implementing State Planning in Vocational-Technical Education" by Martin Essex. (SB)

ED 047 149 VT 012 567

Smith, Wil J., Ed.

The Poor and the Hard-Core Unemployed: Recommendations for New Approaches.

West Virginia Univ., Morgantown.

Spons Agency—Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.

Pub Date 70

Note—115p.; Proceedings of the Hard-Core Unemployment Conference (West Virginia Univ., Morgantown, Oct 24-25, 1968)

Available from—Institute of Labor and Industrial Relations, P.O. Box B-1, Ann Arbor, Michigan 48106 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Conference Reports, *Economically Disadvantaged, Employment Opportunities, Employment Problems, Government Role, Job Development, Poverty Programs, *Poverty Research, *Sociocultural Patterns, *Unemployed

This interdisciplinary conference was intended to make employment service personnel in two Appalachian states more aware of the social and psychological aspects of poverty and the training and employment needs of the poor. Papers are included by Robert J. Lampman, Frank H. Cassell, Louis A. Ferman, Charles C. Killingsworth, Robert C. Couthorn, and Gerald Gurin. Although the conference deliberately included divergent views on the solutions to poverty problems, all the authors share the belief that both institutions and the poor must change, and that a healthy economy is vital to the war on poverty. (BH)

ED 047 150 08 VT 012 568

Brandon, George L., Ed.
Research Visibility: Vocational Education Research.
American Vocational Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0633

Pub Date Jan 71

Grant—OEG-2-7-070633-3021

Note—4p.

Journal Cit—American Vocational Journal; v46 n1 p65-68 Jan 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, Career Planning, Curriculum Development, Disadvantaged Groups, *Educational Research, Handicapped, Human Development, Human Resources, Labor Market, Leadership Training, Manpower Development, Occupational Guidance, Occupational Mobility, Research and Development Centers, *Research Reviews (Publications), Teaching Techniques, *Vocational Education

The 16 reviews of vocational education research are organized under these topics: (1) Human Potential and Human Resources, which reports a teacher institute to develop human potential, a leadership development study, and the labor market experience of men aged 45-59, (2) Reports of Voc-Tec Centers, including the Center for Occupational Education of North Carolina State University, The Center for Vocational and Technical Education at The Ohio State University, and the Industrial Relations Research Institute of the Center for Studies in Vocational and Technical Education at the University of Wisconsin, (3) Careers and New Careers, which reports bibliographies for health careers and career development and a study of the lack of upward mobility for New Careerists, (4) Disadvantaged Adults and the Handicapped, which reports an institute and a workshop dealing with the training of personnel and the disadvantaged-handicapped student, and (5) Reports from the Universities, including University of Michigan, Oklahoma State University, Wayne State University, and the Minnesota Research Coordinating Unit. Availability is included in the abstracts of the reports. (SB)

ED 047 151 08 VT 012 579

Michigan Research Coordinating Unit for Vocational Education. Final Report, July 1, 1967-August 31, 1969.

Michigan Vocational Education Research Coordinating Unit, Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0804

Pub Date Oct 70

Grant—OEG-0-8-00804-1791(085)

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, Educational Research, *Information Centers, Inservice Teacher Education, Objectives, Program Development, *Program Evaluation, *Research Coordinating Units, *Research Problems, Teacher Education, *Vocational Education

Identifiers—Michigan

The overall purpose of the Michigan Research Coordinating Unit (RCU) is to stimulate research and development activities within the State. This report reviews RCU activities in this area during the period July 1, 1967 to August 31, 1969.

Problem areas include staffing and funding. In light of accomplishments and problems, the RCU has been successful and should be continued. (JS)

ED 047 152

VT 012 585

Young, James J.

Former Servicemen of the Army Medical Department; A Profile and Assessment of an Untapped Resource of Allied Health Manpower. Health Care Research Series, No. 14.

Iowa Univ., Iowa City.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 69

Note—201p.

Available from—Graduate Program in Hospital and Health Administration, The University of Iowa, S-517, Westlawn Building, Iowa City, Iowa 52240 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Enlisted Men, *Health Occupations, Labor Force, Labor Market, *Manpower Utilization, *Military Service, Military Training, Occupational Choice, *Occupational Mobility

To provide a profile of the health manpower being separated from the United States Army Medical Department, analyze the utilization of these personnel by the civilian health community, and evaluate the opinions of these servicemen regarding their entry into the civilian health field, a random stratified (on the basis of number of weeks of training) sample of 2,825 former enlisted medical specialists were mailed questionnaires. Analysis of 1,558 responses (58 percent) revealed that the annual flow of trained enlisted personnel to the civilian labor force is sizeable, and a substantial portion of these men are amenable to recruitment for civilian health careers. Occupational transferability from military to civilian occupations occurs most frequently for those whose military occupational specialty has an identical civilian counterpart and whose military education and experience is recognized for certification purposes. Some barriers to employment in civilian jobs were inadequate pay and fringe benefits, failure to recognize military training, and limited advancement opportunity. There is a need for evaluation and recognition of military training and experience by potential employers, institutions, and certifying associations. This Ph.D. dissertation was submitted to the University of Iowa. (SB)

ED 047 153 95 VT 012 603

Guide to Improving Vocational Education Evaluation.

Arkansas Univ., Fayetteville. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0326

Pub Date Dec 70

Grant—OEG-0-9-130326-4135(725)

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Educational Administration, *Evaluation Criteria, Evaluation Techniques, Institutes (Training Programs), *Program Evaluation, *Vocational Education

During the National Institute on Improving Vocational Education Evaluation (University of Arkansas, August 4-8, 1969) participants had some useful viewpoints on the evaluation process. These brief guidelines summarize their viewpoints on: (1) the role of evaluation in the decision-making process, (2) scope and objectives of vocational education and their relationship to evaluation, (3) basic data requirements for effective evaluation, (4) appropriate techniques for obtaining the data needed, (5) procedures for organizing, interpreting, and disseminating evaluative information, and (6) administrative procedures effective in implementing a viable evaluation program. Although participants agreed on the purposes of evaluation, they split on whether evaluation should be process oriented or product oriented. Several suggestions were made for improvement of evaluation through better coordination and techniques. The full report of the Institute, where these guidelines appear as Appendix H, is available as VT 012 305 (RIE, May 1971). (BH)

ED 047 154

VT 012 609

Bibliography of Training Aids. 2nd Edition.

Air Conditioning and Refrigeration Inst., Arlington, Va.

Pub Date Sep 70

Note—112p.

Available from—Director of Manpower Development, Air-Conditioning and Refrigeration Institute, 1815 N. Fort Myer Drive, Arlington, Virginia 22209 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Air Conditioning, *Annotated Bibliographies, *Audiovisual Aids, High Schools, *Instructional Aids, Post Secondary Education, *Refrigeration

A revision of ED 018 650, this annotated bibliography prepared by the Air-Conditioning and Refrigeration Institute lists training materials, films, and ancillary visual aids available from 34 member companies for use in air-conditioning and refrigeration training programs. Over 160 visual training aids are listed, arranged under the following categories: (1) booklets, catalogues, and manuals, (2) technical articles and bulletins, (3) charts and tables, (4) reference guides, (5) films, (6) strip film sets, (7) slide sets, and (8) teaching models and trainers. Eighteen audiovisual aids listed include strip film and record/cassette sets, slide record sets, and sound motion films. A field service training-mobile laboratory, two guest lecturer programs, and a listing of service training materials for transport refrigeration mechanics are also given. Listings provide an identification code, title of the item, brief description, appropriate educational level, price, availability source, and additional information necessary for ordering the material. (AW)

ED 047 155 24 VT 012 619

Lee, Sylvia L. And Others

High School Senior Girls and the World of Work: Occupational Knowledge, Attitudes, and Plans.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—R&D-Ser-42

Pub Date Jan 71

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, Correlation, *Educational Objectives, *Females, High School Students, Individual Characteristics, *Occupational Aspiration, Occupational Information, School Size, Seniors, *Socioeconomic Influences, *Work Attitudes

Identifiers—*World of Work

In an effort to provide educational planners and counselors with information related to the educational and vocational needs of girls, this study of the plans, aspirations, and work knowledge and attitudes of female high school seniors analyzes the effects of community size, type of school, and social status. A questionnaire was administered to 365 senior girls from six vocational, comprehensive, and general academic schools in Michigan, Kentucky, and Ohio. Questions were included on work attitudes, work knowledge, and personal and family characteristics. Analysis of variance and an intercorrelation matrix were used to determine interrelationships between variables. The results show that social status and community size have positive effects on knowledge and negative effects on plans for full time work. Vocational school girls showed more interest in financial rewards of work and in early marriage than did graduates of other types of schools. Recommendations for further research and for possible changes in educational programs are made. The findings of this study will be used to develop a curriculum unit, "Planning Ahead for the World of Work," designed to assist girls in preparing more adequately for their probable futures. (BH)

ED 047 156

VT 012 621

Kassel, Myrna Bordelon

The First Year. Human Services Manpower Career Center. July 1, 1969-June 20, 1970.

Illinois State Dept. of Labor, Chicago, Ill. Human Services Manpower Career Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 70

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Culturally Disadvantaged, *Demonstration Programs, *Human Services, *Inner City, *Manpower Development, Man-

power Needs, Manpower Utilization, Occupational Mobility

This special research and development project was funded by the U.S. Department of Labor to: (1) serve as an information clearinghouse and develop planning procedures for manpower agencies, (2) improve career opportunities for workers in the human services occupations, and (3) strengthen the U.S. Employment Service capabilities in the human services field. This report outlines the results of the first year, lists activities and projects of the Center, describes the community needs to which the Center responds, and shows the project's interrelationships with other state and national agencies. (BH)

ED 047 157 08 VT 012 625
Schubert, Jane Gary Schwarz, Paula Jane

Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. The Social Studies Curriculum.

American Institutes for Research, Pittsburgh, Pa.; Quincy Public Schools, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—AIR-810-9/70-TR13

Bureau No.—BR-5-0009

Pub Date Sep 70

Contract—OEC-5-85-019

Note—177p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Design, *Curriculum Development, Curriculum Evaluation, Educational Objectives, *Experimental Curriculum, High School Curriculum, Individualized Instruction, Instructional Materials, *Problem Solving, Social Problems, *Social Studies, Teaching Techniques, Vocational High Schools
Identifiers—*Project ABLE

A 3-year Project ABLE social studies curriculum for vocational students was developed by high school teachers around general vocational, citizenship, knowledge, and self-fulfillment objectives and emphasized problem-solving ability, use of new instructional materials, different teaching strategies, and individualized instruction. Structured at three levels of learning, course content at the 10th grade consists of general concepts and treatment of political, social, and cultural problems in diverse societies, while the 11th grade limits the study of concept and treatment to a specific society and the 12th grade to the individual's role in that society. During the first year (1968-69) of implementation, several problems hampered the introduction of the instructional materials which necessitated revisions in subsequent materials. It was also found that in order to objectively evaluate the materials, special criterion measures or appraisal techniques were needed. Other recommendations were that materials should be evaluated against stated learning objectives, student population should be altered to a size permitting validation of the materials, and the format of the units should be changed to provide more variety of instructional media. Several project materials are appended. (SB)

ED 047 158 08 VT 012 626

Champagne, Audrey Albert, Anne

Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. The Science Curriculum.

American Institutes for Research, Pittsburgh, Pa.; Quincy Public Schools, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-14

Bureau No.—BR-5-0009

Pub Date Sep 70

Contract—OEC-5-85-019

Note—82p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Design, *Curriculum Development, *Experimental Curriculum, High School Curriculum, *Science Curriculum, Science Education, Vocational High Schools
Identifiers—*Project ABLE

Activities concerning the development of the science curriculum of Project ABLE are summarized. The science curriculum attempts to relate science content to vocational areas where applicable, but emphasizes generalizations which the student will apply in his specific vocational

field. Intended for 10th, 11th, and 12th grade students, the curriculum consists of units in behavioral science, biological science, sex education, chemistry, and physics. Twenty students were chosen to participate in the implementation of the science material which began with a perceptual unit. Due to a number of difficulties, the science program has achieved only initial stages of its plan. Tasks remaining are the analysis of student and teacher evaluations and the implementation of the remaining part of the prepared curriculum and its revision. Several project materials are appended. [Not available in hard copy due to marginal legibility of original document.] (SB)

ED 047 159 08 VT 012 630
Bard, Morton

Training Police as Specialists in Family Crisis Intervention.

City Univ. of New York, N.Y. City Coll. Psychological Center.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date May 70

Note—73p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (J1.36:70-1, \$70)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Demonstration Projects, *Emotional Problems, *Family Problems, Law Enforcement, Police, *Police Action, Police Community Relationship, Prevention, *Professional Training, *Violence

Recognizing the need for more manpower in preventive mental health, this project sought to demonstrate the feasibility of training police in techniques of intervention in family disturbances, in order to improve mental health and reduce violence. After 2 months of preparation, including a 160-hour on-campus course, the 18 police volunteers were assigned to an experimental precinct in New York City. During the last 4 months of the 2-year project, evaluation was conducted by comparison with a control precinct with similar characteristics. The project showed that training can reduce violence, improve personal safety of police officers, strengthen community relations, and increase police morale and job satisfaction. (BH)

ED 047 160 24 VT 012 643

McLean, Gary N.

Difficulty Indices and Performance Norms For Office-Typing Tasks. Final Report.

City Univ. of New York, N.Y. Div. of Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-B-113

Pub Date Jan 71

Grant—OEG-2-9-420113-1003(010)

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Business Education, Decision Making Skills, Doctoral Theses, *Group Norms, *Measurement Techniques, Office Occupations Education, Relevance (Education), Standards, Student Evaluation, *Task Performance, *Typewriting

To help establish well-defined standards and norms for proficiency at realistic typing tasks, this investigation sought to establish difficulty indexes for three major classes of such tasks and to provide an initial pool of normative data for the development of the difficulty indexes. To gather the needed data, various subsets of eight tasks from a battery of 64 typing tasks were administered to 3,134 typists. This data, in turn, provided equations for estimating the difficulty of office-typing tasks and for constructing typing tasks at specified levels of difficulty. The difficulty indexes resulting from the equations permit the eventual establishment of standards and norms for trainees and job-applicants. It was discovered that the correlational data on intelligence in relation to typing proficiency support the standard practice of offering beginning typewriting to all persons, but leave uncertain the propriety of offering advanced instruction to low ability students. Finally, low relationships between straight copy and office-typing proficiency confirm the desirability of reducing the conventional heavy focus on ordinary stroking skills and of increasing

attention to realistic office-typing tasks. Decision processes applicable to the layout of such tasks on the page should also be emphasized. (Author/JS)

ED 047 161 08 VT 012 659

Lee, Allen

Improvement and Development of the Organization and Administration of Vocational-Technical Education. Final Report.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1327

Pub Date Nov 70

Grant—OEG-98-071327-0085(085)

Note—677p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Educational Administration, *Educational Development, *Educational Improvement, Educational Quality, Educational Research, *Evaluation Criteria, Evaluation Needs, Guidelines, Organizational Change, Program Evaluation, *Vocational Education

To help solve the organizational and administrative problems preventing the educational system from fully meeting society's present and future needs, this project sought to: (1) analyze the system's strengths and weaknesses, (2) develop tentative guidelines for reorganization of 16 state vocational education systems, and (3) field test an evaluation instrument for use by state agencies. An organizational structure compiled for 21 states with questionnaire data from state education agency officials was supplemented by group interviews with a cross section of professional and lay persons in 16 states to identify problem areas and possible solutions. Field testing of the evaluation instrument in five states demonstrated the urgent need for evaluation. Although evaluation can be effective in several forms, this revision of an earlier format and criteria used in Pennsylvania was superior in effectiveness and nationwide applicability. (BH)

ED 047 162 24 VT 012 696

Ferguson, Edward T., Ed.

Emerging Teacher Education Curricular Models. Leadership Training Series No. 33.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0158

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Leaders from across the country attended the Fourth Annual National Vocational-Technical Teacher Education seminar, which focused on emerging teacher education curricular models. The November 1970 seminar had three primary objectives: (1) to provide an understanding of the performance-based core concept of a model vocational-technical teacher education curriculum, (2) to focus on an understanding of the administrator's role in implementing a core-based vocational-technical education curriculum, and (3) to foster an understanding of the teacher educator's role in implementing vocational-technical teacher education curriculum improvements. This seminar report contains presentations of over 20 national leaders in teacher education, and includes many of the findings of a 3-year research project conducted at The Center for Vocational and Technical Education on performance-based model curriculums and core concepts for organizing and providing professional offerings. It should be useful to those interested in modifying teacher education curriculums and in developing new models for teacher education. (CD)

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AL — Linguistics
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Foreign Languages, Teaching of
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences

PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science and Mathematics Education
SO — Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

Clearinghouse Number/ED Number Cross Reference Index

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